DOCUMENT RESUME

ED 458 913 JC 020 025

TITLE	Mission College Institutional Self-Study in Support of Reaffirmation of Accreditation.
INSTITUTION	Mission Coll., Santa Clara, CA.
PUB DATE	2001-10-00
NOTE	244p.; Cover page reads, "Application for Reaffirmation of Accreditation." With help from the West Valley Mission Community College District, and West Valley College. Report submitted to the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Accreditation (Institutions); Budgeting; Budgets; Community Colleges; Cost Effectiveness; *Educational Finance; Enrollment Influences; *Institutional Evaluation; *Outcomes of Education; Program Effectiveness; Resource Allocation; School Holding Power; *Strategic Planning
IDENTIFIERS	*Mission College CA

ABSTRACT

This is a self-study designed to represent accurately the strengths, challenges, and potential of Mission College (California). The study outlines 10 institutional standards: (1) institutional mission; (2) institutional integrity; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. Each institutional standard is broken down into a descriptive summary, self-evaluation, and planning agenda for each article of the standard. Highlights of the planning summary include: (1) standard 1, establish an evaluation cycle to review and update the mission statement, core values, and goals on a regular basis; (2) standard 2, evaluate the success of the cultural pluralism policy; (3) standard 3, develop a system for addressing the institution's overall classified staffing needs; (4) standard 4, the Counseling Department should design a more formal method of enhancing communication with other departments; (5) standard 5, opportunities for students to receive services and interact with faculty via the Internet should be expanded; and (6) standard 6, the college should revise the timeline and baseline budget for its summer service provision. (NB)

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Mission College

Institutional Self-Study in Support of Reaffirmation of Accreditation

Submitted by

Mission College
3000 Mission College Boulevard
Santa Clara, CA 95054

to

Accrediting Commission for Community and Junior Colleges
of the Western Association of Schools and Colleges

October 2001

MISSION COLLEGE
Institutional Self-Study in Support of Reaffirmation of Accreditation

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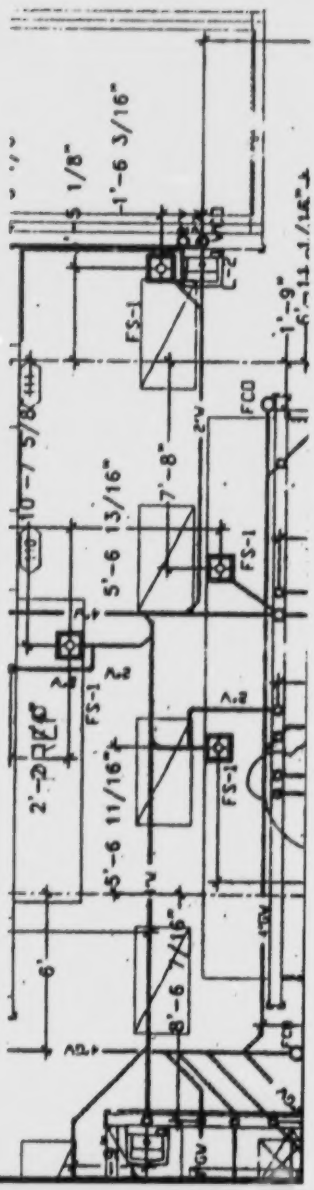

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CERTIFICATION OF THE SELF-STUDY REPORT

August 2001

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Mission College
3000 Mission College Boulevard
Santa Clara, CA 95054

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

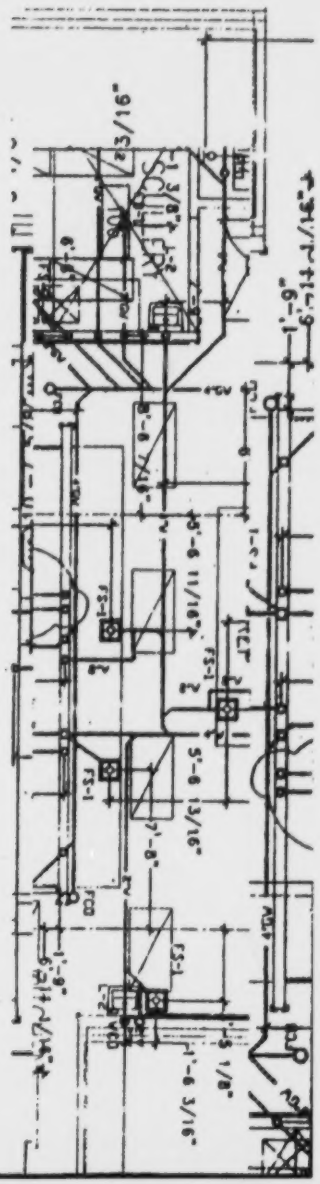
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed

Christopher C. O'Hearn	Chief Executive Officer
Nancy Rucker	President, Board of Trustees
Linda Graef Salter	Chancellor
Lee W. Callaway	Accreditation Liaison Officer
James D. Van Tassel	Accreditation Co-chair
Jane Patton	President, Academic Senate
Connie Moralez	President, Classified Senate
Tammy Mausali	President, Associated Student Body

Abstract of the Report

MISSION COLLEGE



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ABSTRACT OF THE REPORT

Mission College completed its last accreditation self-study in 1995. Since that time, the College has experienced much change. The number of students served has increased significantly. Three new buildings have been constructed, and there are plans for additional buildings and remodeling. The College has hired many new staff, particularly full-time faculty, and has increased its instructional offerings and support services to accommodate growth. A large number of on-line classes have been developed. Because of its location, the College, through focused planning and design, is acknowledged as the high technology college of Silicon Valley and as a respected leader in workforce and economic development statewide.

In 1998, an interim president was hired and served for one year while a search was conducted for a permanent president. In 1999, Mission College selected Christopher C. O'Hearn as president. With his appointment, there has been renewed emphasis on accountability, long-term and strategic planning, the linking of planning and budget, public relations and marketing, and increased partnerships with educational and corporate colleagues. With the leadership of the Governance and Planning Council (GAP), a representative, recommending body, the College began to implement integrated, strategic planning processes to respond to the College's constituencies and stakeholders and to insure the stability of the College for the future. The College completed its Educational and Facilities Master Plan (E&FMP) in September 2001.

The District has begun the conversion to a new, comprehensive administrative software system (Datatel), which has had an impact on all College programs and services, but particularly those involved in student services. In addition, the District is exploring the possibility of converting to a compressed calendar to address the scheduling needs of students.

The College has addressed the recommendations from the previous visiting team. The College is confident this Self-Study represents accurately its strengths, its potential, and its challenges and that it is a valuable planning tool for the College as it continues to improve its effectiveness.

In this academic year, the College is proudly celebrating 25 years as an outstanding institution of higher learning. The College will hold its 25th annual commencement in May 2002.

Brief descriptions of each standard follow.

Standard One

Since the last accreditation visit in 1995, Mission College has revised its mission statement periodically to reflect accurately the evolving identity of the institution. The current mission statement was created with broad participation in 2000 and is designed to be used as the foundation for planning. This mission statement has been used to set the long-range direction for the College, both strategic and operational, and was the basis for the College's Core Values and Goals document and all subsequent planning activities, including the E&FMP, completed in September 2001.

Standard Two

The College regularly updates and verifies information in all College publications, including the catalog, class schedule, brochures, and the Web site. Departments check that information about their programs is accurate, while various committees oversee the accuracy of publicly shared information. The College has clearly stated policies on academic freedom, academic honesty, equity, non-discrimination, and sexual harassment.

Mission is committed to ensuring a comfortable learning environment for students and personnel where the free exchange of ideas, untempered by personal biases, may take place. The College has successfully accomplished several major goals related to the honesty and integrity of the athletic programs. Women's sports have been augmented, and staffing and support services for athletics have been greatly expanded in the last three years.

Standard Three

Since the last self-study, Mission has fully examined and revised its planning processes to be more strategic and outcomes-based. To that end, it created GAP to oversee College planning and to insure that all planning activities are integrated, implemented, and linked to budget. The College has supported the development of a set of continuously updated electronic reports, available via the District Planning and Research Intranet System (PARIS), which aid in planning and decision-making processes. More formalized systems for continuous review and evaluation of planning processes have been created. The College faces funding challenges to support effective planning, both in the areas of research and information systems.

Standard Four

Mission is committed to providing outstanding educational programs and services to its increasingly diverse student population, understanding that diversity brings the opportunity for rich and varied learning experiences. The College provides credit and non-credit educational opportunities both on campus and off-site. The College's corporate training and contract education functions have increased substantially in the last four years, statewide, nationally, and internationally.

The College has grown significantly in student population and in capital outlay projects and has increased its academic program offerings and services commensurate with the growth. Mission has increased its offerings of core, general education classes and the number of certificate and degree programs responding to student needs and employer demand for a trained workforce. To meet the needs of a majority, non-native speaking population, the ESL, English, Reading, and Communications departments have joined in discussions and planning for integration of offerings and services. The College has significantly increased its on-line course offerings and continues to explore traditional and non-traditional delivery systems to remain responsive and competitive.

Curriculum Review Committee (CRC) processes require the reassessment of all course outlines to support uniformity in language and computation advisories and/or prerequisites for degree courses. All distance learning courses are likewise scheduled to be reviewed for how well they meet College and CRC requirements.

In partnership with a local feeder school district, the College established a Middle College, commencing in fall 2001.

Even with the increase in buildings, dedicated classroom space, particularly in the evenings, is insufficient. Currently, the majority of classes are offered in the evenings or on weekends in response to students' educational needs and requests. In order to ensure that equitable services are provided to students and staff on evenings and weekends, in spring 2001 the College hired an administrator responsible for extended programs and services.

In 2000, the College formed the Instructional Advisory Team (IAT), composed of instructional leaders college-wide, to advise the Vice President of Instruction on academic matters of mutual interest and importance.

Standard Five

Mission believes in the integration of instruction and student services and the relationship of that integration to student success. The College offers over 12 specialized programs and services to foster student achievement and success in learning. Mission has increased its number of student clubs and has made substantial progress in involving students more fully in campus life and governance. Since the last site visit, the College has built a Campus Center, which is a focal point for Associated Student Body activities, including student government.

Several Student Services programs have very successfully completed site visitations and reviews this year, including Extended Opportunity Programs and Services (EOPS) and the Disability Instructional Support Center (DISC). The College's ACCESS program was awarded the State Academic Senate's outstanding program award in 2001.

Mission provides accurate, complete information about policies, programs, and services. Information is disseminated widely and in various forms, including traditional publications, Web pages, telephone information lines, and a variety of in-person events and services. The College also offers a number of co-curricular activities to augment students' experiences.

The College's program review process for non-instructional, student services programs has recently been reinstituted and formalized, but care must be taken to guarantee that program reviews are completed in a timely manner in order to ensure quality services. In 2000, the College formed the Student Services Advisory Team (SSAT), composed of representative student development leaders, to advise the Vice President of Student Services on student support matters of mutual interest and importance.

As the College grows, changes become necessary to maintain quality service to students and the College community. Acknowledging the increasing need for an infrastructure to support the College's growth, the College has approved a new administrative position in Admissions and Records, the Dean of Student Support Services. For the last two years, the College has held commencement in the Santa Clara Convention Center because of significant growth and the lack of adequate space on campus.

Standard Six

One of Mission's significant achievements recently in the area of learning support services has been the completion of the Learning Resource Center (LRC), comprised of a Library and Telecommunications Center. The Library, which opened in spring 2001, has double the space available and increased service capabilities. The College has also expanded funding for staffing needs in the Library, the Learning Assistance and Tutorial Center (LATC), and the Disability Instructional Support Center (DISC).

As the College population increases, so too does the need for space. Both the LATC and DISC have increased space needs.

Standard Seven

Hiring well-qualified faculty and staff is a top priority for Mission. Clearly, the ability to serve our students in an outstanding teaching and learning environment is directly related to the caliber of personnel hired. Guidelines exist for the hiring process, and Human Resources retains formal procedures and documentation to ensure that positions are broadly advertised, fairly described, and equitably filled. The substantial increase in the number of faculty and staff hired since the last self-study in 1995 demonstrates the College's commitment to providing sufficient personnel to meet the educational needs of students.

The recent growth experienced by the College and the need to expand hours of operation have created some strain on faculty and staff. Augmented staffing in some areas is

essential to maintain excellence of service. The College would benefit from considering ways to increase the number of positions.

Standard Eight

The College has dramatically developed its physical resources, especially by completing two key buildings: the Campus Center and the Library Resource Center (LRC), comprised of the Library and the Telecommunications Center. A Child Development Center is currently under construction as is Phase II of the Physical Education facilities. Additional buildings are in various stages of planning and construction.

Creation of the Facilities/Safety Committee has served to guide the use of infix space as the College grows and the implementation of numerous projects, ranging from rewiring classrooms to installing carpeting. The Disability Instructional Support Center (DISC) has also overseen a number of facilities projects to increase accessibility and ease of use for people with disabilities.

Since the previous site visit in 1995, expanded parking and improved directional signage have been added. Other College achievements include improved landscaping and maintenance and a better system of supervision for grounds staff.

Standard Nine

In the past six years, the College has significantly modified and improved its budget planning process to include a broader constituency of contributors, wider dispersal of budget information, and clearer links between the budget process and overall College planning. A new budget model has been developed, and will be reviewed and assessed in 2001-02. Needed changes will be incorporated to further refine the budgeting process.

Financial management complies with all regulations and standards, and numerous systems of accountability are in place to track and document the appropriate use of funds. Auxiliary and fundraising activities are clearly linked with College and District goals and are carried out with integrity. Cash flow and future financial obligations are secure and well planned. The College and District are financially stable.

One area that deserves continued reassessment, which is always challenging in a multi-college district, is the appropriate and equitable allocation of District funds between the two Colleges.

Standard Ten

The current District Board of Trustees provides stability and leadership in guiding District planning. The first priority of the Board is ensuring quality educational programs. Guarding the financial integrity of the District is one way it achieves this aim. Student representation on the Board, along with broad faculty, staff, and administrative

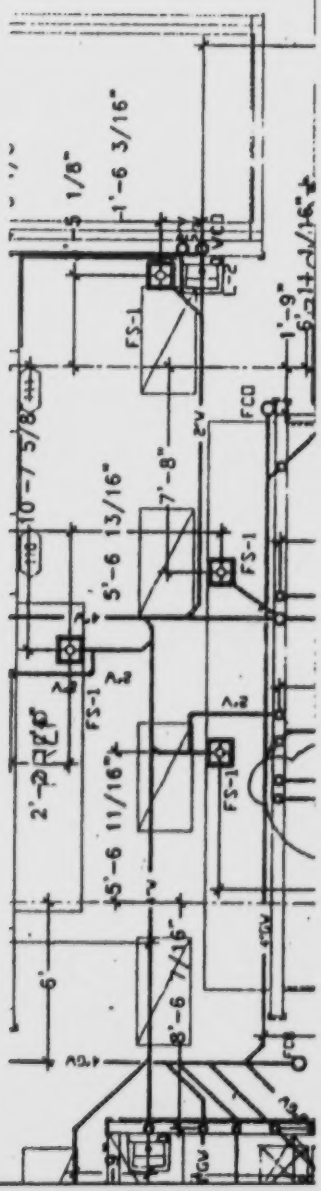
involvement, supports the communication process and the effective integration of various constituent concerns with broader Board policy-making and planning efforts.

Key District leaders, including the Chancellor and College President, have provided renewed stability and an emphasis on planning for the District and College. Although previous high turnover in these positions and continued turnover among other District personnel places some strain on the District, the achievement of important goals, such as completed construction at Mission to support educational programs, points to the overall security and stability of administration and governance.

The District, currently undergoing master planning processes, is addressing the need to provide equitable services to Mission College, particularly since Mission is experiencing substantial growth and the services are generally housed at West Valley College. Mission is an active partner in the shared governance process being utilized to realize the goals of district-wide strategic planning.

Organization for the Self-Study

MISSION COLLEGE



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ORGANIZATION FOR THE SELF-STUDY

Organization for the self-study began in August 1999 when the College President, at an all-college meeting, announced that Mission College would be seeking reaffirmation of its accreditation. The President stressed the importance of accreditation and urged all to be involved in the process which would result in a written self-study document, a site visit in fall 2001, and subsequent action by the Accrediting Commission for Community and Junior Colleges (ACCJC).

It was clearly the President's wish that involvement in the process be broad-based and that the report be an honest measure of the College. It was decided that the self-study would be co-chaired by an administrator selected by the College President and by a faculty member endorsed by the Academic Senate to ensure a thorough and comprehensive approach.

In spring 2000, the College President and the self-study co-chairs attended a self-study workshop presented by ACCJC to review guidelines and procedures in preparing a self-study.

The College's Governance and Planning Council (GAP) served as the steering committee. The steering committee, composed of administrators, faculty, staff, and students, had the responsibility of overseeing the self-study process and verifying the accuracy of the self-study. The committee's goal was to approve a self-study which was reflective of the quality of Mission and which would be used in conjunction with the mission statement, Core Values and Goals, the Educational and Facilities Master Plan, and other planning elements as the basis for setting the strategic direction of the College.

Since the West Valley-Mission Community College District is a multi-college district and to respond to the Accrediting Commission's emphasis on the relationship of the District to the Colleges, West Valley, Mission, and the District agreed to form the District Joint Accreditation Steering Committee (DisJoint) to coordinate processes district-wide. DisJoint met regularly throughout the self-study processes to determine timelines, budget, research coordination, manuscript style and format and to validate that information presented in each self-study was consistently accurate.

The two College co-chairs of the Mission self-study recommended that an administrator and a faculty member chair each of the ten standards. It was a goal that each standard committee would be widely representative.

Once informational meetings for the standard chairs had been scheduled, recruitment of committee members began. The self-study co-chairs and standard chairs worked together to invite representative members to serve on committees. Numerous volunteers from all segments of the College, including a Board member, chose to participate on standard committees. Several community members likewise participated.

In fall 2000, individual standard committees met to begin self-study work. The self-study co-chairs met regularly with standard chairs to provide direction and assistance. Committees met on a regular basis, gathering and interpreting data and preparing drafts of their reports.

Working drafts of all standard reports were completed in April 2001. The self-study co-chairs reviewed all standard drafts before presenting the reports to the steering committee for approval. The steering committee made editorial changes where necessary.

The Self-Study was approved in its entirety by the steering committee in June 2001 and was forwarded to the Self-Study editor in July 2001.

The Self-Study was certified by representative College leaders, including the President of Mission College; the Chancellor; and the Board of Trustees on August 2, 2001.

ACCREDITATION TIMELINE

Spring 2000

	Tasks and Activities	Month
1.	College Steering Committee formed (GAP)	February
2.	District Joint Accreditation Steering Committee (DisJoint) formed	February
3.	Determine budget	March
4.	Select standard chairs	March
5.	Determine style sheet/template	March
6.	Form standard committees	March
7.	Train committee chairs	April
8.	Committees meet to decide on survey data needs	April
9.	Develop organizational map of district-wide functions	April

Summer 2000

	Tasks and Activities	Month
1.	Decision on survey format Identify survey target audience	June
2.	Internal data collection window ends	June
3.	Order surveys	August

Fall 2000

	Tasks and Activities	Month
1.	Fall flex day activities Educate campus about differences in standards with break-out groups	August
2.	Survey various communities	August
3.	Identify Self-Study editor	September
4.	Standard committees work on standards	Aug.-Oct.
5.	Update Board of Trustees	October
6.	First draft of standards due	November
7.	Drafts reviewed by College Steering Committee	Nov.-Dec.
8.	Standard committees work on revisions	December

Spring 2001

	Tasks and Activities	Month
1.	Update Board of Trustees	February
2.	Second drafts due to College Steering Committee	March
3.	College Steering Committee edits drafts	March
4.	Return drafts to standard committees	March
5.	Final drafts from standard committees due	April
6.	Review by College Steering Committee	April
7.	College/District review for suggestions and recommendations	May

Summer 2001

	Tasks and Activities	Month
1.	Final draft preparation by College Steering Comm.	June
2.	Editing by editor	July
3.	Board of Trustees certification	August
4.	Printing	August
5.	Self-Study to WASC	August

Fall 2001

	Tasks and Activities	Month
1.	Site visit	October
2.	Celebration	November

STANDARD COMMITTEE MEMBERS

Standard One–Institutional Mission

Co-Chairs	Dianne McKay and Phil Pabich	
Participants	Peggy Burroughs	Applied Science
	Alan Chandler	Social Science
	Don Cordero	Student Development, Articulation Officer
	Steve Hirose	CATA–Foreign Language
	Tim Jackins	Mathematics
	Arenia Jones	Classified
	Richard Lofsted	Associate faculty, Technologies, Business
	Christina Oborn	Classified
	Richard Przybylski	Real Estate, Business
	Greg Tiernan	English

Standard Two–Institutional Integrity

Co-Chairs	Amelia Akers-Martin and Lin Marelick	
Participants	Carol Beck	Student Development–Counseling
	Keith Johnson	CATA–Music
	Renee McLaurin	Classified
	Chris Moyers	Social Science–Anthropology/Sociology
	Jeff Nelson	CATA–Physical Education
	Hanh-Giao Nguyen	Community Representative

Standard Three–Institutional Effectiveness

Co-Chairs	Peter Anning and Carol Toppel	
Participants	Lee Broughman	Community Representative
	Ray Charland	Student Development–Counseling
	Jim DeLongchamp	CATA–Graphic Arts
	Helene Flolo	Applied Science–Health Occupations
	Vicky Franco	Classified
	Ina Gard	Communications–English
	Chris Olson	Classified
	Susanna Pancella	Commercial Services–Computer Applications
	Linda Retterath	Mathematics
	Ingrid Thompson	Contract Education

Standard Four–Educational Programs

Co-Chairs	Betty Grayson and Regina Stanback-Stroud	
Participants	Carole Cramer	Classified
	Gloria DeMarco	Contract Education
	Betty Ensminger	Communication–Speech
	Daniel Franco	Student Development–Counseling
	Jody Hacker	ESL
	Paulette Isidro	Classified
	Jerry Kissinger	Community Representative
	Chris Moyers	Sociology
	Carol Qazi	Classified
	Monica Rivas	Foreign Language
	Julaine Rosner	ESL

Standard Five–Student Support and Development

Co-Chairs	Diane Lamkin and Dan Matarangas	
Participants	Jonathan Brennan	Communication–English
	Rosalyn Chan	Student Development–Health Center
	Linda Cochran	Student Development–Child Development
	Yolanda Coleman	Student Development–Counseling
	Carolyn Kuri	Classified
	Susan Monahan	Classified

Standard Six–Information and Learning Resources

Co-Chairs	Win-Shin Chiang and Marji Knowles	
Participants	Betti Cogswell	Applied Science–Health Occupations
	Kathy Creed	Applied Science–Health Occupations
	Shawnee Deck	Communications–LATC
	Mina Jahan	Commercial Services–Computer Lab
	Donnelle McGee	Student Development–Counseling
	Myo Myint	ESL
	Leigh Ann Sippel	Communications LATC
	Dick Sweetapple	TV/AV
	Karl Ting	Mathematics
	Lynn Zummo	Applied Science–Health Occupations

Standard Seven–Faculty and Staff

Co-Chairs	Quin McKean and Sumi Tanabe	
Participants	Nan Blitz	Classified
	Ann Cowels	Applied Science–Health Occupations
	Juan Estrada	Student
	Joni Johnson	Counselor
	Clement Lam	Mathematics
	Judee Malone	Classified
	Ellen McAlister	Student Development–DISC
	Ann Roberts	Communications–Reading
	Rebecca Sredanovich	Classified
	Carol Wilson	Communications–English
	Sallie Wisner	Web master

Standard Eight–Physical Resources

Co-Chairs	Jim Burrell and Tim Hilton	
Participants	Arthur Casper	Natural Science–Physics
	Judy Hooper	Student Development–Counseling
	Keith Johnson	CATA–Music
	Mike McKenna	Applied Science–Fire Technology
	Cliff Monroe	Technologies – Drafting
	Tab Morales	Student Development–Counseling
	Christine Oborn	Contract Education
	Joseph Ordaz	CATA–Music
	Diane Pette	Student Development–Counseling
	Peter Xiques	Technologies–Drafting/Semiconductor Manufacturing

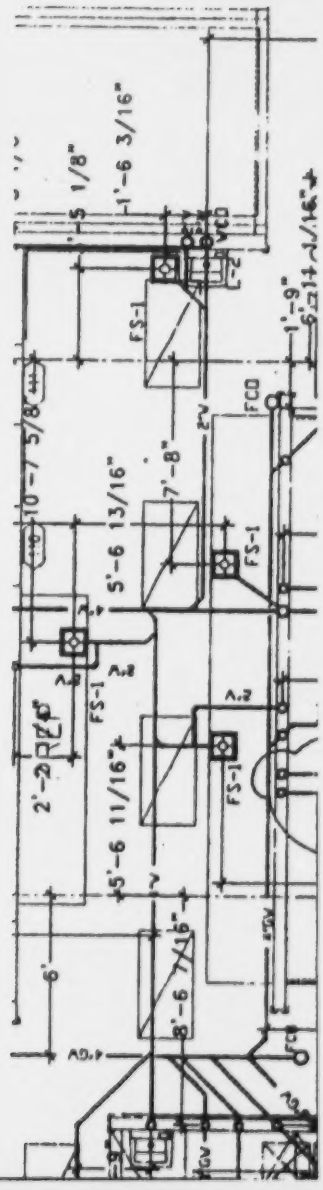
Standard Nine–Financial Resources

Co-Chair	Steve Dinger and Worku Negash	
Participants	Ileana Lori	Mathematics
	Greg Mostyn	Commercial Services–Accounting
	Carmen Musat	Mathematics
	Phuong Nguyen	Student Development–Counseling
	Gwen Quail	Contract Education
	Dennis Reker	Community Representative
	Carolyn Zerboni	Communications–English

Standard Ten–Governance and Administration

Co-Chairs	Jane Patton and Ian Walton; Bruce Judd	
Participants	Alex Braun	Commercial Services–Management
	Christy Brown	Communications–English
	Teri Chiang	Mathematics
	Tanesha Gipson	Contract Education
	Betty Hebert	Classified
	Chris Jimenez	Student Development–Counseling
	Connie Moralez	Classified
	Hung Pham	Technologies–CET
	Daniel Robins	CATA–Foreign Language
	Rebeca Sanchez	Student Development–Counseling

Descriptive Background and Demographics



DESCRIPTIVE BACKGROUND AND DEMOGRAPHICS

Mission's service area includes the cities of Santa Clara, Milpitas, and parts of San Jose. However, Mission draws approximately seventy percent of its students from outside its identified service area. At Mission, the attraction to the institution is most probably the result of its proximity to large Silicon Valley businesses such as Intel and National Semiconductor. The College's student body reflects the mixture of ethnicities and races that call Santa Clara County and adjoining counties home.

Ethnic Group	MC (Fall 2000)	Santa Clara Co. (2000 Census)	California (2000 Census)	USA (2000 Census)
Asian/Filipino/Pac Isl	57.2%	25.6%	10.9%	3.6%
White	20.2%	53.8%	59.5%	75.1%
Hispanic/Latino	15.9%	24.0%	32.4%	12.5%
African American	4.5%	2.8%	6.7%	12.3%
Other Non-White	1.7%	0.3%	0.3%	0.1%
Native American/Alaskan	0.5%	0.7%	1.0%	0.9%

Overall Enrollment and Headcount

Fall 2000 student headcount was 9,549 students. Mission generated 101,250 weekly student contact hours (WSCH) that translates into 3,375 full-time equivalent students (FTEs). Students taking semester length (weekly attendance) classes generated 92 percent of this enrollment activity. Positive, daily, and unit attendance courses accounted for just 8 percent of overall enrollment activity.

	Fall 1997	Spr 1998	Fall 1998	Spr 1999	Fall 1999	Spr 2000	Fall 2000	Spr 2001
WSCH (1st Census)	72,267	76,515	88,210	98,454	101,127	98,623	101,250	98,686
Headcount (#)	8,594	8,980	9,172	9,820	9,880	9,934	9,549	9,857

Student Characteristics (fall semester 2000)

Gender

Approximately 53 percent of Mission's fall 2000 student body was female. Male students accounted for the remaining 47 percent. This ratio has remained fairly constant during the past few years.

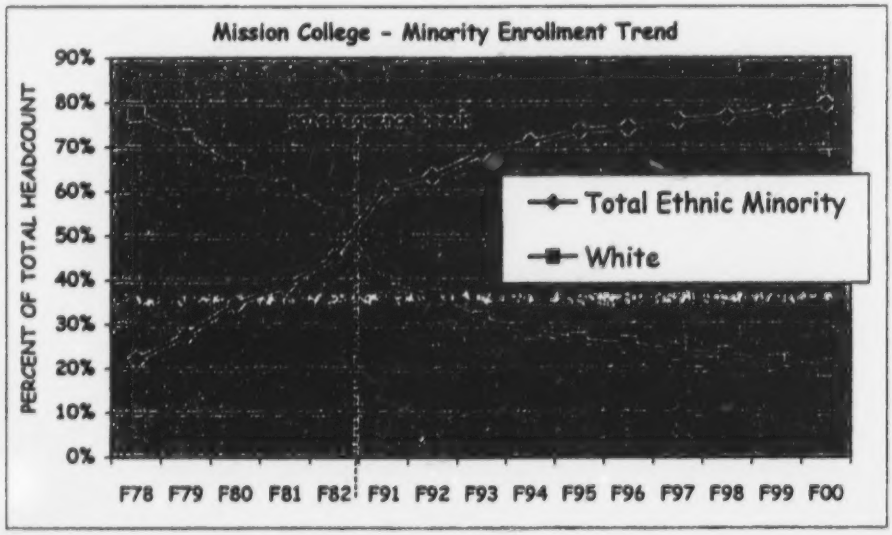
Ethnicity

More than 57 percent of those enrolled were of Asian, Filipino, or Pacific Island descent. Included in this group are Vietnamese and Chinese ethnic groups that alone accounted for 21 percent and 12 percent, respectively. White students accounted for 20 percent and students of Hispanic/Latino descent another 16 percent of those enrolled. African

American students accounted for 4.5 percent of the student body. Native American and Alaskan students continue to account for less than 1 percent of the total enrollment. Other non-white students accounted for the remaining 2 percent.

Ethnicity (%)	Fall 1998	Spr 1999	Fall 1999	Spr 2000	Fall 2000	Spr 2001
African American	4.1%	4.1%	4.2%	4.5%	4.5%	4.2%
American Indian /Alaskan	0.4%	0.4%	0.5%	0.4%	0.5%	0.6%
Asian / Pacific Islander	46.1%	45.9%	45.9%	45.2%	45.8%	45.7%
Filipino	10.6%	10.0%	11.6%	10.8%	11.4%	10.6%
Hispanic	14.0%	14.5%	14.6%	15.4%	15.9%	16.0%
Other Non-White	1.7%	2.2%	1.8%	2.0%	1.7%	1.9%
White	23.1%	22.9%	21.4%	21.7%	20.2%	21.0%

As shown in the following graph, Mission's minority enrollment has grown significantly during the last two decades.



Age

Students younger than twenty-one years of age represented slightly more than 18 percent of Mission's fall 2000 student body. This represented a marked shift from three years earlier when this group comprised only 14 percent of total enrollments. The age group showing a corresponding decline was the 31-40 year old group, representing 2 percent less of the fall 2000 student body than it did in fall 1998. The average age of Mission's students has remained fairly constant during the last ten years at 30 years of age.

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Age (%)	Fall 1998	Spr 1999	Fall 1999	Spr 2000	Fall 2000	Spr 2001
<21	15.6%	15.2%	15.9%	15.8%	18.1%	17.6%
21-25	23.6%	23.3%	23.1%	23.6%	22.9%	23.3%
26-30	20.9%	21.4%	20.7%	20.1%	19.7%	19.7%
31-40	25.3%	25.4%	25.2%	24.9%	23.7%	23.7%
41-50	10.2%	10.2%	10.5%	11.0%	10.9%	10.9%
51+	4.4%	4.5%	4.6%	4.5%	4.7%	4.8%

Units Enrolled

More than 80 percent of the College's fall 2000 student body were enrolled on a part-time basis (less than 12 units). Of these, slightly more than 58 percent were enrolled in two or less classes. Full-time (12 or more units) students have historically represented less than 20 percent of Mission's student body.

Units Enrolled (%)	Fall 1998	Spr 1999	Fall 1999	Spr 2000	Fall 2000	Spr 2001
3 units or less	29.6%	29.1%	29.7%	30.9%	29.2%	32.0%
3.5 – 6.0	26.2%	27.5%	26.7%	28.0%	26.9%	26.2%
6.5 – 11.5	25.2%	24.8%	25.0%	23.7%	24.4%	23.9%
Full Time (12+)	18.9%	18.6%	18.6%	17.4%	19.5%	17.9%

Enrollment Status

More than 20 percent of Mission's fall 2000 enrollees were new to college. That is, were enrolled in college for the first time. Another 23 percent were new to Mission after having taken units at another college. As shown in the following table, each of these percentages has markedly increased during the last five years. This represents a considerable increase from five years earlier. The proportion of continuing students saw a corresponding decrease over this same period of time.

Enrollment Status	Fall 1995		Fall 2000	
	#	%	#	%
First Time to College	1272	15.6%	1938	20.5%
First Time Transfer	1163	14.2%	2201	23.3%
Returning Transfer	131	1.6%	157	1.7%
Returning	637	7.8%	651	6.9%
Continuing	4966	60.8%	4488	47.6%

Enrollment Pattern

Eighty-one percent of the College's fall 2000 students enrolled in one or more evening classes while just 19 percent enrolled in day classes only. These percentages remain virtually unchanged during the last five years.

Education Status

The educational status of Mission's students has changed in at least one important way during the last five years. Currently, students previously having completed a bachelor's degree represent nearly 16 percent of the student body. This is a three fold increase since 1995 when a State imposed differential fee charged to community college students with bachelor's degrees had reduced the proportion of enrollees with bachelor's degrees to just 5 percent of the student body.

Education Status %	Fall 1995	Fall 2000
No HS diploma, not enrolled	3.9%	4.4%
Spec. Admit/Concurrently-Enrolled H.S. student	0.7%	1.5%
Adult School Enrollee	0.2%	0.1%
HS Diploma	53.5%	54.4%
GED or Cert. Equivalency	4.2%	3.4%
CA HS Proficiency Cert.	0.6%	2.4%
Foreign HS diploma	24.1%	11.6%
AA/AS Degree	7.7%	6.6%
Bachelors Degree or Higher	5.1%	15.6%

Educational Goals

As shown in the table below, the educational goals of the College's students have also shifted during the last five years. Students are not as interested in earning degrees or certificates as they were in 1995 and appear to be more interested in taking courses for personal interest or for changing careers.

Not reflected in this table, however, is the increasing proportion of students who are undecided as to their educational goal. While not quite 19 percent (1,591 students) were undecided in 1995, fall 2000 statistics show that more than 21 percent (2,042) now are undecided.

Education Goal %	Fall 1995	Fall 2000
Personal Interest	9.3%	14.5%
Prepare for New Career	8.8%	10.4%
Advance in Current Career	6.3%	6.1%
Earn BA/BS after earning AA/AS	34.4%	31.2%
Earn BA/BS without AA/AS	14.1%	12.3%
Earn AA/AS without Transfer	9.8%	8.8%
Earn a vocational Degree	9.6%	7.6%
Earn a vocational Cert.	6.1%	7.6%
Complete HS Credit or GED	0.5%	1.2%
Formulate career Plans/Goals	0.1%	0.1%
Improve Basic Skills	0.6%	0.1%
Maintain Cert./License	0.4%	0.1%

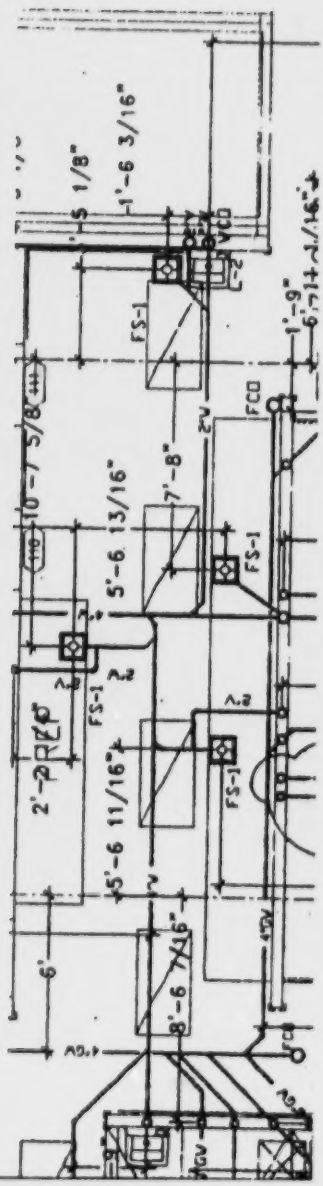
Primary Language

Students who speak a language other than English as their primary language represent 46 percent of Mission's student body. This represents a slight increase from five years ago when it was 44 percent.

SOURCE: West Valley – Mission Community College District P.A.R.I.S. Vital Stats

Organization of the Institution

MISSION COLLEGE



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MISSION COLLEGE

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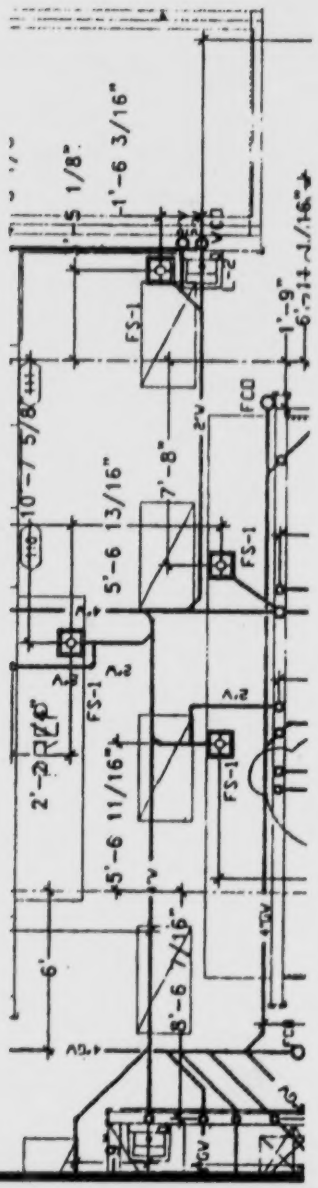
Organization Chart

Certification of Continued Compliance with Eligibility Requirements



CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Mission College has reviewed the eligibility requirements for accreditation and affirms its continued compliance with them.

The College continues to operate as an educational institution with an educational mission that has been adopted by the governing board and is published in the College catalog. The College President is Mr. Christopher C. O'Hearn, and his primary responsibility is to the institution. The faculty provides academic leadership to the campus, and is supported in that effort by an administration and staff who support the College's mission and purpose. Approximately 10,000 students each semester in the regular school year pursue their educational objectives at Mission College.

Instructional programs and academic credit meet the requirements of Title 5 in terms of quality and rigor. All courses and programs are under the review of, and must have the approval of, the Academic Senate. The general educational component is consistent with statewide standards.

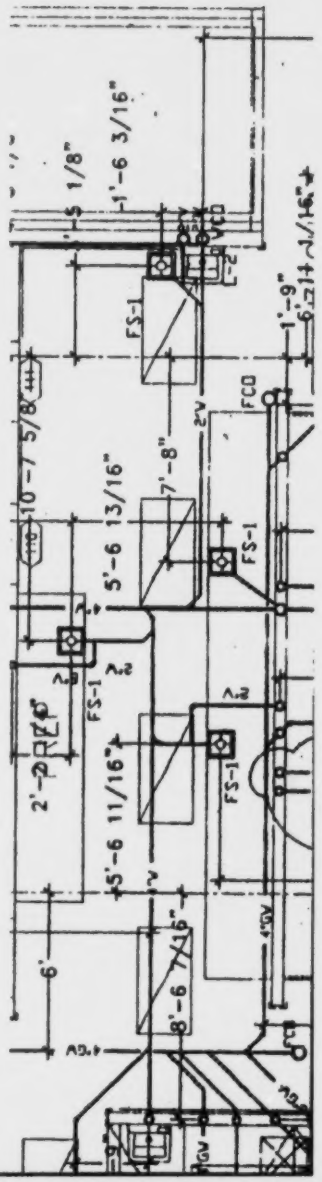
Qualified faculty, staff, and administrators serve the College's educational programs, and student services faculty, staff, and administrators provide a full complement of services that follow clear policies. The public and students have full access to information and learning resources that meet the College's mission. The College catalog is published every year and includes information concerning admissions policies and procedures, student rights and responsibilities, requirements of degree and certificate programs, course descriptions, and contract faculty names and educational backgrounds.

The College budget is derived primarily from State resources, and is distributed based on sound principles formulated in the shared governance policies and processes for planning and budgeting. Fiscal resource allocation and budget development fall under the aegis of the College Budget Advisory Committee (CBAC) as part of the shared decision-making structure. Based on the recommendations of CBAC, the Governance and Planning Council makes recommendations to the College President, which are carried forward to the Chancellor and the Board of Trustees.

Mr. Christopher C. O'Hearn
President, Mission College

Ms. Nancy Rucker
President, Board of Trustees

Response to Recommendations from 1995 Accreditation Team



RESPONSES TO RECOMMENDATIONS FROM 1995 ACCREDITATION REPORT

Standard One: Institutional Integrity, Purposes, Planning, and Effectiveness

1.1 The college should initiate an ongoing strategic planning process and complete a strategic plan which will provide clear direction to the college, focus for the educational master plan, and strategic initiatives that will enable the college to take concrete steps to successfully meet identified challenges and opportunities.

In the years since the 1995 Accreditation Team visit, much has been accomplished in the area of strategic planning, including district level and Mission College activities. District concept statements and goals were developed, as stated in the Mission College Midterm Report. Mission College developed a succinct document entitled "Mission College—Our Future" which delineates specific goals and realistic strategies for their achievement. This document has been used as both an internal planning document as well as an external marketing tool. Mission formed the Governance and Planning Council (GAP) to oversee integrated planning processes. The College has revised its mission statement and has developed a Core Values and Goals document to be used as the blueprint for planning.

Building on the areas identified in the College goals and strategies, four major areas for strategic plans were identified in the Midterm Report to provide long-term direction to the College. These areas were: Instructional Services Plan, Student Services Plan, Technology Master Plan, and Administrative Services Plan. Since that time, all of these plans were created and have been used on an interim basis to guide decisions in the three areas until the completion of the new Educational and Facilities Master Plan (E&FMP), which was finalized in 2001.

Other future needs in the area of strategic planning were listed in the College's Midterm Report (page 8). The following accomplishments have taken place in those areas:

- The Performance Goals Committee *(see glossary of terms)* and College Budget Advisory Committees have developed goals and are committed to procedures to review progress towards those goals on a regular basis. The College Governance Committee was revised and transformed into the Governance and Planning Council. This council is committed to procedures to review progress each year. There is no longer an Organizational Information Group.

- An evaluation process for program review with a permanent process for self-study every five years has been developed.

- The Long-range Educational Facilities Plan to complete the campus, which was mentioned in the Midterm Report, will soon be replaced by the new College E&FMP. The earlier plan resulted in the addition of two new buildings between 1998-2001, the Campus Center and the Learning Resources Center. The E&FMP has been developed with input from all College groups and will be the planning document that will guide the College for the next five to ten years.

1.2 **The college should examine with the district and with West Valley College how to provide a level of programming and research technician support adequate to the demands and priorities required for strategic planning, program review, student assessment and matriculation, and other needs. In addition, the college should establish a process or procedure to assist the research office with prioritizing work requests. (Standards.1C and 1D)**

Response to Recommendation

Mission has leveraged Title 3 and District Information Systems funds into the development of a district-wide, fully automated decision support system. This hardware and software provides Mission, West Valley, and the District office with continuously updated trend and comparison reports in support of decision-making and planning as well as in support of selected facets of program review, Partnership for Excellence, and matriculation. The development of this system has helped reduce the programming needs of the Office of Institutional Research (OIR).

The purchase by the District of advanced software query tools (Oracle Discoverer, Brio Query) also has reduced, to some extent, the OIR's need for programming support. The development of the new database/information server (Planning and Research Intranet System—PARIS) was expected to reduce the staffing needs of the OIR by automating some of its reporting processes and reducing the ad hoc requests by staff for basic information. To increase office staffing, in fall 2000 Mission allocated ongoing funds to hire a research technician position and the E&FMP identifies the need for a second research analyst by 2005.

New procedures for prioritizing OIR workload were implemented in 1999 and have continued to evolve. While the research analyst still meets with his supervisor (the Vice President of Student Services) on a regular basis to discuss and prioritize his workload, OIR representation on several of Mission's planning committees in addition to regular interaction with faculty and administrators has resulted in established priorities that better reflect College needs and goals.

Assessment of Progress Made

Faculty, staff, and administrators throughout the entire District benefit from having greater access to the relevant planning and decision support information PARIS provides.

The development of this system has reduced, to some extent, the programming needs of the OIR. But, the SQL programming that created this set of reporting and tracking capabilities was funded with a one-time allocation and currently no ongoing funds have been allocated for further development or, more importantly, maintenance of the existing reports. However, District Information Systems has hired a SQL programmer on a contractual basis to convert the PARIS system to run in the Datatel environment now being implemented by the District.

An invaluable tool for facilitating access to basic information, PARIS is not a substitute for programming aimed at the development of cohort tracking capabilities that are key in assessing institutional and program effectiveness. Software data query tools have been very successfully used for simple database queries; however, the amount of programming support they eliminate is minimal as they do not lend themselves well to student cohort tracking. While in many respects considerable progress has been made in response to this recommendation, Information Systems is not providing any more in the way of dedicated, ongoing programming support now than when the 1995 accreditation team visited. It is hoped that once the current Datatel conversion and the first phase or two of follow-up development are complete, Information Systems will be able to provide greater programming support for the College research functions.

The development of PARIS reporting and student tracking capabilities initially reduced the number of ad-hoc, basic reporting requests directed to the OIR. As end users have become more familiar with the system, though, both the number and sophistication of requests is beginning to increase. The new research technician position will become responsible for a number of the technical and maintenance-oriented issues in the office, enabling the research analyst to make better and more appropriate use of his time. The College is benefiting from the implementation of a more formal process by which OIR workload is prioritized.

Plan or Forecast

The District has committed to provide support for the PARIS system and to eventually broaden its capabilities. By increasing OIR staffing, increasing programming support for the research function, and further automating manually maintained reporting activities to be included in PARIS, the plan calls for Mission's research function to focus more on projects requiring analysis and less on data gathering activities. The intent is to enable the OIR to better support Mission's ongoing strategic planning and other processes.

Standard Two: Educational Programs

2.1 The team recommends that the college develop an Educational Master Plan as soon as possible, and that once in place, the plan become the basis for all curricular, instructional, and programmatic decisions.

The College completed the E&FMP in 2001, and this plan has been subsequently used in all forms of curricular, instructional, and programmatic decisions.

2.2 The team recommends that the college explore implementation of a scheduling system that will guarantee the offering of classes necessary for all programs in the appropriate time frame.

The College has implemented a system that avoids overlap as much as possible. Related departments are asked to communicate with each other to check for potential time conflicts among related courses. The Office of Instruction also performs oversight to maximize class offerings at needed times. While to some degree limited by the number of classrooms available during peak evening hours Monday through Friday, the College has made progress in ensuring maximum course offerings necessary for programs given the physical restraints. In addition, Friday night and Saturday class offerings have been expanded.

Standard Three: Student Services and the Co-Curricular Learning Environment

There are no major recommendations for this area. However, the team would like to reinforce the following college findings:

3.1 The college should explore the development of a research priorities committee and allocate research personnel to support the identified needs.

Response to Recommendations

Subsequent to Mission's 1995 accreditation visit, a reporting structure change resulted in the development of new procedures for prioritizing Office of Institutional Research (OIR) workload. Another reporting structure change in spring 2001 and greater participation by OIR staff in Mission's planning processes has resulted in research activity priorities that better reflect College needs and goals.

Assessment of Progress Made

Procedures implemented for prioritizing OIR workload are felt to be reasonably effective. An advisory committee is believed to be less necessary given, (1) that many of Mission's planning groups now include research office representation, and (2) that the research analyst's regular interaction with faculty members and administrators is extensive. As Mission further develops and integrates evaluation components into its long-range strategic planning process, the issue of developing a research advisory committee will be revisited.

Plan or Forecast

The plan calls for further integration of the research function into the various facets of Mission's planning processes.

3.2 The college should continue to implement staff in-service computer training in areas of identified need.

Mission College's Staff Development office has continued to implement staff in-service computer training in areas of identified need. For example, in 2000-01 Staff Development offered more than 25 computer-related mini-courses, which were eligible for Flex credit. Prior to developing these course offerings, an extensive survey of staff and faculty needs was distributed, once prior to fall semester and once before spring. In addition, Staff Development funded technical assistance hours where personnel could drop in for information, help, or a tutorial on topics of immediate need for them.

3.3 The district should continue with planning to hire a Southeast Asian counselor and a second full-time faculty member in the DSPS program.

A Vietnamese counselor was hired in 1996, and a second full-time faculty member was hired in the DSPS program in 1999. In addition, in 2001, the College hired three Vietnamese faculty members, one in foreign languages, one in child development, and one in EOPS.

3.4 The district should look at the organization and supervision of the on-campus cashiers. In addition, they should explore the security of cash receipts during the registration period.

In fall 1998, the Vice Chancellor of Administrative Services formed an *ad hoc* Cash Handling Committee to address the issues in the 1995 Accreditation Report and the findings in the financial statements for the year ending June 30, 1998 by Vavrinek, Trine, Day, and Co., independent auditors.

Major concerns addressed by the ad hoc committee and College administrative personnel included:

1. Segregation of duties. Permanent cashiers have been assigned specific duties and are accountable to the office supervisor. No head cashier has been appointed as of yet on either campus.

2. Supervision of part-time hourly. All cashiers are trained in the College office, and procedures are discussed at cashiers' meetings. Written procedures need to be developed, but the District is waiting for the completion of the new Datatel system to do this. All part-time hourly workers are now being fingerprinted.

3. Tracking compensatory over-time. The office supervisor keeps track of compensatory overtime. Where funds are available, employees can earn up to 40 hours per semester.

4. Monies collected at both campuses. Money is collected twice a week. Mission reconciles money collected for registration on a daily basis, and once a week sends all statements to the District Finance Office for final posting. With the implementation of Datatel, all transactions will be recorded with the cashier's personal ID number. The District office maintains a receipt log to record any monies received for deposit. Pre-numbered cash receipts are kept to maintain control over monies received.

5. Security. Security cameras have been purchased for both campuses. The need for police presence was addressed by stationing District Police on the Mission campus. The police presence is critical for security reasons especially during peak registration times. Continued improvement in this area will ensure security around registration and collection of fees at the registration island during registration times.

   There is now a door installed to separate students at the admissions counter from staff. However, the counter is low and exposed. To address this, the College Budget Advisory Committee has proposed funding for the installation of glass partitions for the Admissions and Records, and Cashier's counter area. Cash counts or verifications are performed in a secure area away from the normal flow of traffic. Interruption from students or staff is prohibited during the process.

3.5 The college should continue consideration of the plan to implement women's athletics.

The College has made great strides in the implementation of women's athletics since the last accreditation self-study. Between 1997 and 1998, women's teams in tennis and soccer were added to the athletic program. Women's badminton was introduced in spring 2000, and in spring 2001, women's softball was reinstated into the program after being dropped in 1986. As a result, there are now a total of four intercollegiate women's teams.

Standard Four: Faculty and Staff

4.1 Evaluation processes for classified staff, faculty, and managers should be utilized with evidence that the process is systematic, conducted at regular intervals, and includes formal follow-up in a timely manner to encourage improvements. (Standard 4C1)

Evaluation processes for classified staff, faculty, and managers are written in the contracts.

Standard Five: Library and Learning Resources

There were no recommendations relevant to this standard.

Standard Six: Physical Resources

There were no recommendations relevant to this standard.

Standard Seven: Financial Resources

7.1 The team recommends that a plan be developed and implemented to address the $33 million long term retiree benefits obligation.

The following response is provided by the District and is consistent with the response in the West Valley College Self-Study. The District provides lifetime health benefits to employees depending on date of hire and years of service. The District discontinued lifetime benefits for all employees hired after January 1, 1994. Since the post retirement plan eligibility is now closed, the number of employees who are entitled to these benefits is contained.

The remaining variable, important for funding consideration, is the amount of costs that are incurred to provide the benefits to this closed group of retirees and potential retirees. The total present value of this obligation as of July 1, 1999, as determined by The Epler Company, was $33.5 million. The amount attributed to existing retirees was $21.6 million with the remainder being the costs for existing employees with vested health benefits.

The Epler Group completed an actuarial study in December 1999. The study proposed a funding methodology that designated 4 percent of the District's unrestricted general fund for payment of retiree health benefit costs. Actual costs are deducted from the 4 percent allocation and the difference between actual costs and the amount allocated is added to, or subtracted from, the long-term retiree debt fund.

For FY 2001-02, the Epler report projected a contribution to the retiree debt fund of $291,666. A balance of $4,389,139 exists as of June 30, 2001 and is expected to grow to $4,909,639 by June 30, 2002.

The funding plan established has effectively placed funds into a reserve to address the long-term retired employee benefit costs. The chart on the following page illustrates the expected changes in costs and changes in the funding for this obligation.

Retired Employees Health Benefit Fund Final Budget FY 01/02					
Year	Pay As You Go Costs	Contributions to Fund Bal	Interest Income(5%)	Budget Costs Per Year	Fund Balance
1997	Beginning Balance				$ 1,316,931
1998	$ 1,450,000	$ 1,421,675		$ 2,871,675	2,738,606
1999	1,716,048	805,880		2,521,928	3,544,486
2000	1,897,200	851,584		2,748,784	4,396,070
2001	2,665,154	300,000	219,804	2,965,154	4,915,874
2002	2,750,000	300,000	245,794	3,050,000	5,461,667
2003	2,800,000	300,000	273,083	3,100,000	6,034,751
2004	2,970,000	300,000	301,738	3,270,000	6,636,488
2005	3,058,800		331,824	3,058,800	6,968,312
2006	3,955,008		348,416	3,955,008	7,316,728
2007	4,031,588		365,836	4,031,588	7,682,564
2008	4,033,250		384,128	4,033,250	8,066,693
2009	4,035,000		403,335	4,035,000	8,470,027
2010	4,000,000		423,501	4,000,000	8,893,529
2011	4,415,000		444,676	4,415,000	9,338,205
2012	4,127,000		466,910	4,127,000	9,805,115
2013	4,135,000		490,256	4,135,000	10,295,371
2014	4,065,000		514,769	4,065,000	10,810,140

Since employees hired after January 1, 1994 do not receive retiree medical benefits, the District has established a program, through collective negotiations, whereby each new faculty member receives $5,500.00 upon reaching tenure. This can be invested in an interest bearing account so that upon retirement there will be sufficient funds to buy into a medical benefit plan.

The Standard Committee has raised a concern that no dedicated money has been set aside specifically to be used for the payment of this debt. The Committee has proposed two alternatives.

Alternative I

The District should create a Voluntary Employment Benefit Account (VEBA), or some similar independent trust plan, into which actual cash contributions would be made into a savings or investment fund, which is designated for the sole purpose of the obligation.

At present, the District has a separate source of income from long-term land leases, from an entity called the Land Corporation. These funds are District funds, but are reported separately, and are not disclosed as part of the annual District financial report.

In the past, the greater part of the Land Corporation funds has been used for District capital improvement projects and ad hoc budget requests. Also, by agreement between

the District and the Land Corporation, ten percent of the corporation lease revenues are paid directly to the District, and go into the District general fund.

While the Land Corporation uses have merit, they do not rise to the level of meeting existing and known legal obligations, which the post-retirement obligation represents. It would be prudent for the District to implement a plan in which each entity, the Land Corporation and the District, would contribute money into a trust that provides prefunding for the post-retirement medical obligation.

The committee suggests that the combined funds from the District and Land Corporation be applied at a level that will meet at least some minimum portion of the actuarial prefunding requirement. The dollar amount should at least be equal to what the District is now providing in its current "reserves" Fund 62 program.

Alternative II

If the District is unwilling to fund a VEBA or dedicated trust account, then the current Fund 62 balance and future allocations to it under the current plan could be designated as permanently and irrevocably restricted, and used only for the payment of post-retirement medical benefits. This will keep the current plan in place but safeguard the fund for present and future retirees, many of whom will have nowhere else to look for the greater part of their medical payments.

A future District financial emergency may necessitate use of additional operating funds. The committee feels that this is an important consideration. The committee suggests that under a carefully defined condition, contributions under either alternative could be suspended or reduced for a designated and limited period, and that parameters, acceptable to accreditation review, could be developed for the term "emergency" as it would apply here. Suspended payments could be made up in later periods. It is important to note that at the present time, there is no emergency, so change should begin now.

The committee wishes to emphasize that funds safeguarded now will provide an important cushion in the case of real emergency (re: Standard 7A.2). Because money set aside will be available for this debt instead of being currently consumed by operating expenditures, the need to choose between paying the obligation and cutting programs may be alleviated or even eliminated. Moreover, setting aside money now benefits future solvency by somewhat tempering decisions that may involve the development of costly new programs or capital improvements, which would serve to exacerbate a future emergency situation. In the case of serious emergency, future social and personal costs could be avoided or materially reduced by having set aside real savings.

The District's position is that consideration of alternatives is unnecessary because the plan to fund the retiree obligation has been followed and has resulted in a balance of $4.389 million being set aside as of June 30, 2001.

7.2 **The team recommends that the college establish a budget development/allocation process that is based upon a long-range educational master plan.**

In 1999, with the hiring of a new President and Chancellor, came steady improvements to the College's ability to organize itself around governance and planning. Special attention was given to linking the new Governance and Planning Council (GAP) to budget (College Budget Advisory Committee-CBAC). This process allowed the College to continue to use the "bottom up approach" when determining the needs of the individual groups within the College. Concurrently, a "top down approach" established the directional goals of the College. The Governance and Planning Council helps ensure that the College stays committed to its objectives and that the budget follows the strategic planning process.

During the 1999-2000 school year, GAP established a budget subcommittee to facilitate a revision of the College's budget allocation model. After numerous subcommittee meetings and three GAP/CBAC joint sessions, the subcommittee formulated and recommended to GAP a new budget allocation model. Although some categories remained the same, the budget model is truly "new" when it comes to structure and its ability to handle good economy/bad economy scenarios from the District and State budgets. The new model features four categories:

1. Big Ticket Items. In this category, requested items over $30,000, including personnel, technology, and facilities are considered. All Big Ticket Items are reviewed and prioritized by GAP.

2. Facilities Modification. This category is responsible for safety issues and general facility improvements. The Facilities and Safety Committee ranks the request list for this category.

3. Program Maintenance. In this area there are four sub-categories including: Instruction, Student Services, College-Wide, and Administration.

4. Strategic Direction. This category will consider new initiatives and items consistent with the core values and goals of the College. GAP reviews and ranks the items in Strategic Direction (see Mission College Budget Allocation Model, available in team room).

The new budget model, under the direction of GAP, maintains the goals and direction of the College. The College Budget Advisory Committee carries out the budget process, maintaining accuracy and fairness. The role and composition of each committee assures that there is inclusiveness in its membership. The CBAC membership was reduced from 26 to 12 members without excluding any previously represented groups. It is now believed to be more efficient with each member taking on a more "global view" of the College when dealing with the budget.

The College continues to improve its planning and financial allocation processes to provide a seamless budget progression within the College. The new budget is fully operational and will have completed its full cycle by fall 2001. It was agreed that a full assessment of the new budget would be conducted after the first year.

Standard Eight: Governance and Administration

8.1 The college should assist each individual in the Mission College community (faculty, staff, administration, and students) to take an active role in the communication process. Each individual should have access to information about the college and be responsible for responding appropriately. In particular, each person should be aware of the goals of the college and the district as well as those of the specific areas in which s/he works or studies.

A system-wide communications network allows easy communication among all members of the College community. All full-time faculty and staff have access to e-mail, the Internet, and voice mail, while associate faculty and part-time staff members have voice mail accounts. To ensure communication with those who do not have access to electronic means of communication, College, division, department, student services, staff development, and other announcements are printed and mass distributed to individual mailboxes.

The Governance and Planning Council (GAP) has distributed the College's Core Values and Goals campus-wide. The Core Values and Goals appear in the Faculty Handbook (2000-01). All departments are responsible for using the Core Values and Goals in planning activities.

All constituents (faculty, staff, administration, and students) also have access to the College's Core Values and Goals via the College Web site: http://www.wvmccd.cc.ca.us/mc/about.html.

8.2 The college should adopt a stable and balanced organizational structure which recognizes and utilizes effectively the unique contribution of each constituent group and delineates roles and responsibilities for administrators, faculty, and support staff. Decision-making processes should be clearly defined and communicated, as well as processes for developing shared vision, goals, and strategic planning. Staff development opportunities should be made available to support new responsibilities.

Since 1995, the organizational structure has been stable and allowed for clearer, broader, and more inclusive decision-making.

Governance and Planning Council (GAP)

This shared governance council was established in 1999 to ensure integration of governance and planning activities and to link budget with planning.

College Budget Advisory Committee (CBAC)

The structure of this group was changed in 1999-2000. There are now specific positions focused on broader representation throughout the College community. The committee's primary function is to advise and make recommendations to GAP regarding budget.

Various Training Sessions

For the past five years, the College has organized various training sessions to ensure the effective communication of new policies as well as the development of shared planning processes. Prior to flex days each fall semester, both the President's Council and the Division Chair Council meet. Staff Development organizes general sessions for two days prior to each semester during which faculty and staff have input into such important documents as the mission statement, the core values and goals, and the accreditation process. Finally, a spring session called "Movers and Shakers," sponsored by GAP, is a campus-wide planning and brainstorming session during which faculty and staff share ideas and provide feedback on a range of College issues.

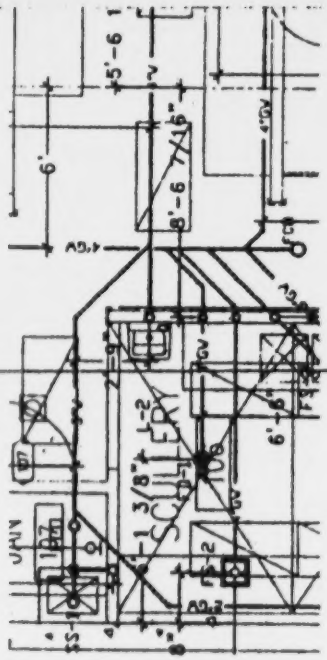
During the year, Staff Development offers numerous workshops that can help employees better meet the demands of new or revised duties.

8.3 **The college should reexamine its internal governance structure within the context of the greater multi-college district. During this review, attention should be paid to the need for development of essential team-building skills that will ensure recognition and support of the college's role as an integral part of the greater district whole.**

Mission has made progress in a number of areas related to developing stronger ties between the two Colleges as they work together within the District.

Two district-wide groups, the District Budget Advisory Committee (DBAC) and the District Council, continue to meet approximately every other week. One change that has occurred which marks a more reciprocal relationship between Colleges is the agreement to split locations of meetings between the two Colleges. In fall semester, meetings take place at West Valley, and in spring they take place at Mission.

Some departments at both Colleges do shared Flex activities, and the new Staff Development structure allows for greater coordination of shared Flex efforts. Whereas previously there was only one staff development coordinator for the whole District, now there is a coordinator at each College as well as a District coordinator. This enables more



Standard 1

25 MISSION COLLEGE

Current Accreditation Committees, Committee Chairs and Members

Standard One - Institutional Mission

Co-Chairs Dianne McKay and Phil Pabich

Members		
	Alan Chandler	Social Science
	Don Cordero	Student Development
	Arenia Jones	Classified
	Christina Oborn	Classified
	Greg Tiernan	English
	Richard Przybylski	Technologies - Real Estate
	Peggy Burroughs	Applied Science
	Richard Lofsted	Technologies - Business
	Steve Hirose	CATA - Foreign Language
	Tim Jackins	Mathematics

communication between Colleges, an easier record-keeping system for recording attendance at cross-college events, and a more complementary set of staff development events across the two Colleges.

Important changes have also been made in the availability of District personnel at Mission College. The Vice Chancellor of Administrative Services, the Facilities Manager, and Human Resources representatives all have more hours at Mission than in prior years. The shared time and space functions of these changes allow for better communication and the building of more effective, equitable, and positive working relationships.

STANDARD ONE: INSTITUTIONAL MISSION

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.

1.2 The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.

1.3 Institutional planning and decision making are guided by the mission statement.

1.4 The institution evaluates and revises its mission statement on a regular basis.

Descriptive Summary

Mission College has been committed to reviewing its mission and tying it to strategic planning and decision-making. The first step in this process has been to revise the mission statement and create a set of core values and goals. This was accomplished and presented to the Board of Trustees in fall 2000. The mission statement is published in the catalog and other publications, and on the Web site and mini disc.

Mission College has been working on institutionalizing a planning, implementation and evaluation cycle. Over the past five years, annual spring planning meetings and flex day activities with faculty, staff, administration, and student involvement have produced such documents as Balance of Curriculum (1997-2000) (Ref. 1.1) and the Mission College-Our Future brochure (1997) (Ref. 1.2). These initial efforts instilled in the College community the need for strategic planning based on its mission, core values, and goals.

Mission College initially revised its mission statement in 1998, published it in the 2000-01 catalog, and again reviewed it at Flex Days, August 17, 2000 (Ref. 1.3). Faculty administration, and staff were asked to give feedback to be included in a revision of the mission statement. Strong feedback centered on the desire for the inclusion of global education, the preparation of students to participate in a democracy, and the value of developing the whole student. These comments, along with the California Education Code and the West Valley-Mission Community College District mission, vision, and goals resulted in the creation of a new mission statement during fall 2000, which was approved by the Board in August 2001. The statement is:

> Mission College is an open access community College serving the ever-changing educational and economic development needs of Santa Clara, Silicon Valley, and

the larger community. Seeking to develop community leaders and global stewards in a competitive world economy, the College provides transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language. To accomplish its mission, the College provides the most advanced academic and technological resources, comprehensive student services, and enriching aesthetic experiences to help students succeed and to participate responsibly in a democratic society.

Concurrently, the College, through its College Governance and Planning Council (GAP), undertook the revision of the College's core values and goals, which will guide it for the years 2000-04. A subcommittee of GAP (including administration, faculty, staff, and students) reviewed all College planning documents and input from the community. Shared governance bodies at the College and GAP reviewed and finally accepted the resulting core values and goals.

Beginning with the 2001-02 academic year, the College projects that each unit within the College will regularly formulate its own objectives to meet the core values and goals. The mission statement, core values, goals, and objectives will form the basis for the College's decision-making, and will be used to guide research and planning discussions within each area. The new mission statement and the core values and goals were used to inform the research and discussions that resulted in the Educational and Facilities Master Plan (E&FMP)(Ref. 1.4).

Self Evaluation

Mission College's mission and the core values and goals statements were presented to the Board in fall 2000. During the goals development process, the core values statements guided revision of the mission statement and College goals. The intent of developing goals was so that college-wide measurable objectives could be created and recreated as needed. Those objectives would then be used to guide feedback to all units within the College for future planning.

Until recently, the College has participated in "on demand" planning through special focus groups such as the Balance of Curriculum Committee and the College Budget Advisory Committee (CBAC). With the institution of GAP, the College has an umbrella structure in place to receive input from all constituent groups, including surveys of the external community. During the recent accreditation self-study review process, the Cultural, Environmental, Structural, and Technical Assessment (CESTA) survey, administered to all faculty, staff, and administration, revealed that the College succeeds in the area of communicating the mission statement (mean 3.4) and the core values and goals (3.43) to the College community (Ref. 1.5). Other findings include a range of responses from 2.73 to 3.84 on a 4.0 Likert scale (with 4.0 being the highest value possible). The most positive responses include:

- The extent to which institutional values are clearly defined (3.15);
- Ability of the College to respond to new trends in the labor market (3.44);
- The extent to which the College is committed to stimulating thinking and fostering the acquisition of written and oral skills (3.30);
- The extent to which the College is committed to stimulating thinking and fostering the acquisition of quantitative skills (3.48);
- The effectiveness of the College in providing the career skills necessary for independence and personal satisfaction (3.59); and
- The extent to which the College prepares students as informed citizens for participation in our multicultural world (3.43).

Mission College has perceived challenges in:

- The extent to which institutional priorities are reflected in resource allocations (2.73) and
- The extent to which the mission is reflected in decision-making (2.99).

A partial explanation for these challenges is that the integrated strategic decision-making process that is a cycle of decision, implementation, and evaluation based on the mission and the core values and goals is a new process for the College.

The GAP Council should expand the involvement of the College community in the planning process that includes attention to the mission of the College, core values, goals, and objectives. This review should be undertaken on a regular basis in the annual planning process.

Planning Agenda

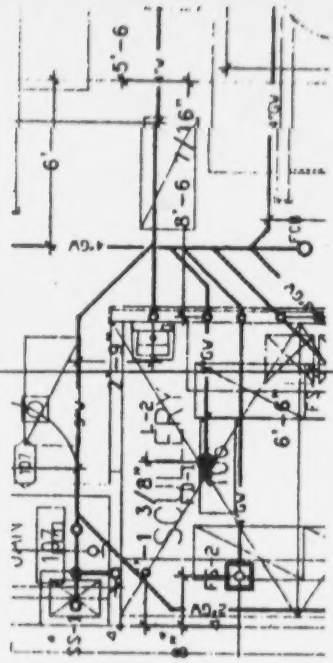
- The College should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.

References

1.1 Balance of Curriculum,1997-2000
1.2 Mission College-Our Future, 1997
1.3 Mission College Catalog, 2000-01
1.4 Mission College Educational and Facilities Master Plan (E&FMP)
1.5 Cultural, Environmental, Structural, and Technical Assessment (CESTA) Survey

Standard 2

25
MISSION COLLEGE



Standard Two - Institutional Integrity

Co-Chairs Amelia Akers-Martin and
Lin Marelick

Members		
	Carol Beck	Student Development - Counseling
	Jeff Nelson	CATA - Physical Education
	Keith Johnson	CATA - Music
	Renee McLaurin	Classified
	H.G. Nguyen	Community Representative

STANDARD TWO: INSTITUTIONAL INTEGRITY

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogues, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

The College publishes a comprehensive Mission College Catalog every year, and approximately 5,000 copies are distributed to prospective and continuing students, College faculty and staff, high schools, colleges, and interested institutions and agencies throughout California (Ref. 2.1). The catalog is mailed to all persons or institutions requesting information about the College. Catalogs are also distributed at college fairs and other promotional functions.

The Mission Web site (http://www.wvmccd.cc.ca.us/mc) includes information about the campus, instruction (degrees and special programs), student services, campus facilities, the Library, and the faculty.

The College publishes a complete Schedule of Classes in a timely manner prior to the start of each semester and distributes it by mail to all students registered at the College during the previous three terms (Ref. 2.2). Additional copies are available on campus, District e-mail, at area libraries, and selected business locations. More than half of the publication is devoted to detailed information regarding matriculation and registration procedures, College policies and procedures, student rights and responsibilities, financial aid, student services, and graduation and transfer requirements. Each class listing contains a brief course description. The College class schedule is also on-line.

Classes, workshops, and special events are also advertised by posting fliers on campus and in the community (Ref. 2.3). Other leaflets and fliers supplement the schedule of

classes by advertising class facts, short-term scheduling, the academic calendar, and monthly calendar events (Ref. 2.4).

The College general brochure, "Mission College-Our Future" summarizes the College's mission and goals, including the desire to complete the campus (Ref. 2.5). The brochure is distributed to prospective students and to other community members by mail and at college fairs and visitations.

A series of program leaflets detail the nature, requirements, and potential of the College's major associate degrees, certificate programs, and other special projects (Ref. 2.6). These brochures are distributed to prospective students by mail, at college fairs, and at visitations and are available on-campus.

Prospective, as well as registered, students have the benefit of a detailed Orientation Handbook (Ref. 2.7). Information in this handbook is provided by the many programs and student services available at the College. These materials are distributed to prospective students and to all new students during each semester's orientation program, and are available on campus throughout the year.

The Public Information Office produces public service announcements, display and classified advertisements, and newspaper feature stories to expand public awareness of Mission within the College's primary service area.

Self Evaluation

The College catalog is accurate, current, and comprehensive. It is conscientiously designed to provide students with the specific academic, institutional, and resource information they need to succeed in their educational endeavors, as well as to meet legal requirements.

The Web site is very comprehensive, yet is still evolving. It is widely used as an extension of the catalog and the schedule. Students frequently use the admissions and career sections. Almost all departments and programs have home pages, and the few that do not are in the process of developing them. The College has a full-time Webmaster and part-time student assistants to work with faculty to develop their Web sites. Some departments have staff or faculty who post directly to the Web page. It is anticipated that departments will have more autonomy in updating their pages, but those departments will still need to have their designs and information approved by the College Webmaster.

The Student Assessment of the College Environment (SACE) survey, which was distributed to students for the purpose of the accreditation self-study, specifically included questions to elicit perceptions about College publications (Ref. 2.8). The results indicate that students are generally satisfied with the College catalog, schedule of classes, and the Web site. Using a Likert scale with a maximum of five points, students rated the catalog as accurate with scores ranging from 3.91-3.93 and easy to use with scores

ranging between 3.96-4.11. The schedule of classes rated slightly higher with scores of 4.01 for accuracy and from 4.08-4.09 for easy to use. The Web site scored slightly lower with scores for accuracy ranging from 3.72-3.75 and scores in the ease of use category between 3.65 and 3.68.

Brochures are designed to provide students with specific academic, institutional, and student services information that they need in order to succeed in their educational endeavors, as well as to meet legal requirements. The brochures represent the institution to prospective students and to the general public in a manner consistent with institutional practices. The College revises them to provide a clear, consistent, and accurate description.

The Orientation Handbook helps students discover that the College campus is more than classrooms and laboratories. This handbook includes information on counseling services, testing, educational planning, financial aid, support services, student activities, campus survival tips, and transfer information.

The College informs the local community of College operations, activities, and events, presenting information in an accurate and objective manner. News releases accurately represent the institution to prospective students and the general public in a way that is consistent with College practices. The College is designing new brochures to promote the various programs at the College. Regional, statewide, and national distribution of the information is limited by the time constraints of a one-person office, as is the production of human-interest feature stories.

Planning Agenda

None.

2.2 The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.

Descriptive Summary

The Board of Trustees adopted the current policy on academic freedom on May 20, 1993 and it is published in the current District Policy Manual (Ref. 2.9) and the 2000-01 Mission College Faculty Handbook (Ref. 2.10). The policy opens with the statement that "academic freedom in the pursuit and dissemination of knowledge through all media shall be maintained at the West Valley-Mission Community College District." It goes on to state that this freedom shall be recognized as a right of all members of the faculty, whether they be tenured or non-tenured, of all administrative officers, and of all students.

The policy statement later explores the ideals of academic freedom in the light of long-held Western academic, scientific, cultural, and political traditions, asserting that "academic freedom and tenure are essential for excellence in education, and moreover, exist so that society may have the benefits of objective and independent criticism, and honest answers to scientific, social, and artistic questions that might otherwise be withheld for fear of offending an influential social group or transient social attitude."

Support for student academic freedom is stated in the current Mission College Catalog under "Academic Regulations and Standards and Responsibilities: Policy on Cheating" (page 188) and "Freedom of Inquiry and Expression" (page 195) (Ref. 2.1). The latter states that "students and student organizations will be free to examine and to discuss all questions of interest to them, and to express opinions publicly and privately."

Self Evaluation

The District Policy Manual is currently being revised, and policies are being separated from procedures in the new version. The District policy on academic freedom is widely distributed in the Faculty Handbook and serves as a strong position statement reinforcing the ideal of academic freedom. The statement could be made clearer in publications that are distributed to faculty by including a more detailed definition of academic freedom and all that it entails.

An area of concern is the issue of whether associate faculty members have the security afforded regular contract faculty concerning academic freedom. Although the District Policy on academic freedom does not differentiate between full-time and part-time faculty rights, it does not specify that the rights of both are the same. It would be a bold statement of support for the Board of the District to do so. The College should hold further discussion between faculty, administrators, and students to refine the College community's understanding of academic freedom and to better communicate the shared values to colleagues, students, and the surrounding community.

The Association of College Educators (ACE) contract contains the following statement under Article 4.4: "The Board agrees to maintain and implement a policy of academic freedom as agreed in collegial consultation with the Academic Senate" (Ref. 2.11).

Planning Agenda

None.

2.3 Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.

Descriptive Summary

College faculty, administration, and staff support a learning environment that fosters the free exchange of ideas by both staff and students. The District Policy Manual includes a District policy concerning controversial issues (Policy 4.6.2), which promotes the freedom to study controversial topics in the classroom (Ref. 2.9).

The College's academic freedom policy is included in the Faculty Handbook, Appendix A-2 (Ref. 2.10). In addition to affirming the faculty right to freedom of expression, it also supports the right of students to access objective information in the classroom. The policy states that "The classroom in particular should not be used as a forum for the advancement of personal causes. Our obligation is to inform, not to indoctrinate" (page 19). The District's policy on academic freedom is found in section 4.9 of the District policy. This statement affirms the District's commitment to supporting freedom of expression at Mission College.

Self Evaluation

The Mission Academic Senate adopted the American Association of University Professors (AAUP) Ethics Statement in 1987 (Ref. 2.12). This statement, along with an expanded discussion of its application to California community colleges, is outlined in the Faculty Handbook, section 6 (pages 17-22). The statement affirms that instructors accept the obligation to practice intellectual honesty and exercise critical self-discipline and judgment in using, extending, and transmitting knowledge (page 18).

The District policy on controversial issues (4.6.2) gives a set of criteria to follow when instructors are selecting issues for study. It is a general statement that intends to protect the instructor's freedom to choose the topics to be covered in his/her classroom. The writers of Standard One in the 1995 Accreditation Report recommended that a stronger controversial issues statement be proposed to the Board of Trustees; however, no suggested language has been adopted by the Board to date.

Students who feel that a faculty or staff member has violated any College policies may file a grievance. The grievance process is formalized and clearly outlined in the College catalog (page 195) and in the District policy 5.32.

Planning Agenda

None.

2.4 Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Descriptive Summary

The College has codes of conduct for faculty, administrators, staff, and students. Prior notice is given of such policies, as described in the following instituted directives:

- 1999 District Employees Orientation Handbook, Part II (Ref. 2.13);
- 2000 Mission College Faculty Handbook, Section 6, 6.2 Affirmative Action, 6.3 Freedom of Inquiry and Expression, 6.4 Drug Free School and Community Act, and 6.14 Sexual Harassment Policy (Ref. 2.10);
- District Policy Manual, 5.8.1 Affirmative Action, 5.8.20.3 Sexual Harassment Grievance Policy, and 5.12.3.5 Instructors Formal Agreement to Teach the Course as Described (Ref. 2.9).
- 1999-2001 Service Employees International Union Local 715 Contract, Article 4 (Ref. 2.14);
- 1999-2001 Association of College Educators Contract (Ref. 2.11) ;
- 2000-01 Mission College Catalog, Section- Right To Know (Ref. 2.1); and
- 2000-01 Mission College Schedule of Classes (Ref. 2.2).

Self Evaluation

Since Mission is a publicly funded college, no specific codes of conduct, other than those mentioned in the above paragraph, are required. The College does not affirm any at-large world view or academic school of thought.

Planning Agenda

None.

2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.

Descriptive Summary

The Mission College policy on cheating is available to students in the College catalog (Ref. 2.1, page 188) and in the schedule of classes (Ref. 2.2, page 118), in which definitions of cheating are explained in detail. The same sections of the catalog and schedule also outline for instructors and students a list of classroom-related disciplinary sanctions that may be implemented when the instructor has reasonable proof that cheating has occurred in his/her class. To protect the rights of students to due process, the policy allows for students to be informed of the charges against them, to be given an opportunity to refute the charges, and to be permitted to appeal any decision. The College catalog also asserts the confidentiality of disciplinary procedures and their outcomes.

The Faculty Handbook also outlines the sanctions instructors can implement in the classroom (Ref. 2.10, section 6). Additionally, it explains the obligation of instructors to prevent academic dishonesty by ensuring that students do their own work and by instructing students in the proper academic behavior required in the respective academic disciplines (page 19). In the same section, the Faculty Handbook asserts the obligation of faculty members to maintain their own academic honesty and to teach and lead by example (page 19).

Self Evaluation

The policy on cheating that appears in the College catalog and schedule of classes is clearly written and broad enough to include all types of cheating. It makes evident the definitions of cheating and the sanctions that may be associated with it. The schedule of classes reaches most students because it is mailed to the home addresses of returning students each semester. It is also available for purchase in the College bookstore and at other locations for a small fee.

Both full-time and associate faculty members are given a Faculty Handbook. During new faculty orientations, faculty members are strongly encouraged to list the cheating policy on their syllabi, along with the specific sanctions that they will follow in their particular courses, including instructional laboratories. Additionally, flex day workshops have been presented to instructors on the cheating policy. Most instructors include the policy in their syllabi and review it with their students in class. Instructors who are unsure of the policy or their rights generally contact the Vice President of Student Services or the Vice President of Instruction for clarification.

Although students are made aware of the cheating policy via the schedule of classes and the College catalog, cheating incidents do occur. It is important to note that the definition and examples of cheating can be culturally specific. Therefore, it is essential that classroom faculty and staff offer as many opportunities as possible for students to learn the U.S. definition of academic honesty.

Planning Agenda

None.

2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Mission College fosters an affirmative action environment in which diversity is embraced and every person is treated equally with respect. This statement is supported in a number of the District and College publications.

The College catalog states that Mission College's academic regulations and standards are in compliance with Title 9 of the 1972 Education Amendments, The Equal Employment Opportunity Act of 1973 (Title 6 and 7 of the 1964 Civil Rights Act), section 504 of the Rehabilitation Act of 1974, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990 (Ref. 2.1). It is the policy of the District to support diversity in all programs and in all aspects of employment where persons of a particular race or sex or persons who have a disability are underrepresented. The curriculum review process also requires that all courses include content on cultural pluralism.

Section 2.6 of the District Policy Manual outlines the Non-discrimination and Affirmative Action policy of the District (Ref. 2.9). The District is committed to providing equal employment opportunities to all, including applicants with physical and mental disabilities. The affirmative action policy also shows a commitment to maintain an environment free from sexual harassment and intimidation.

The Non-Discrimination and Affirmative Action Policy in the Employees Orientation Handbook states that the Board declares and affirms: "A policy of equal employment opportunity, equal educational opportunity, non-discrimination in the delivery and processes of employment and educational related services to the public" (Ref. 2.13, page 5)

The "Mission College-Our Future" brochure incorporates goals and strategies focusing on cultural diversity (Ref. 2.5). Included in that brochure is the goal: "In moving toward the year 2001, students, faculty, and staff will celebrate and enrich the vivid cultural diversity now alive at Mission College." Strategies to complete this goal include: "The participation of local ethnic and cultural groups in College activities; Support clubs and organizations related to ethnic populations."

College student clubs include the Chinese Student Association, Muslim Student Association, Vietnamese Student Association, Black Student Union, International Student Union, Filipino Club, Indian Association of Mission College, and a variety of other clubs with diverse membership. The number of active clubs has expanded and club facilities have been improved with the building of the new Campus Center.

In addition, in 1995 Mission College developed a Student Equity Report that is currently being used to attain goals for student recruitment and access. Based on that report, the College is making some gains on specific goals that were to be attained by year 2000 (i.e., access, raising Hispanic enrollment by 5 percent, and increasing degree completion by Black, Filipino, Hispanic, and American Indian students in order to achieve parity with current College averages). The College continues to work on the goals of the 1995 Student Equity Report but has not yet met all of them.

Self Evaluation

In areas of degree and certificate completion, Mission has exceeded the goals identified in the Student Equity Report (Ref. 2.15). For example, Asian Pacific Islanders went from a three-year average of 83 degrees and certificates awarded to 273 in 2000, an increase of almost 400 percent. African Americans went from 24 to 44 degree and certificate completions: nearly double. In terms of enrollment goals, Mission College has increased its Hispanic population by 3 percent which has brought it into alignment with the population percentages of the surrounding feeder cities and with Santa Clara County. However, the College remains short of its goal of 5 percent for enrolling Hispanics. The College has made no improvement in enrolling American Indian students. Though the College has not reached its enrollment/access goals, it has exceeded its completion goals. The College is currently hiring an outreach specialist to help ensure that groups of underrepresented students in the community are better served.

As stated in the "Mission College-Our Future" brochure, a goal of the College is to be recognized for its inclusive atmosphere by providing all ethnic groups equality in the educational community. Strategies listed include statements such as: "(a) a model of cooperative and a culturally diverse society; (b) a program of American culture reflecting the integration and contributions of all people who make up our national society, (c) develop courses in the College curriculum that will reflect cultural and ethnic diversity."

In addition, District policy, section 2.6 states that affirmative action is extended to encompass employment, student enrollment, curriculum, District services and facilities. The District and the College are committed to developing and maintaining strong affirmative action policies and procedures. The responses to the faculty, administration, and staff survey that was disseminated for purposes of this self-study indicate relative satisfaction with the extent to which the College is achieving its staff diversity goals (Ref. 2.16, question 129).

Planning Agenda

- The College should evaluate the success of its cultural pluralism policy.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

Institutional integrity ultimately depends on College personnel, compliance procedures, and support from College administration. The California Commission on Athletics (COA) and the Coast Conference establish the athletic program's rules. The COA rules deal with eligibility, recruitment, subsidizing athletes, seasons of sports, number of contests, and post season competition.

Required eligibility standards include the stipulations that athletes be enrolled as full-time students taking a minimum of 12 units, nine of which have to be attempted in courses counting toward the associate degree, transfer and/or certification. In addition, athletes must maintain a minimum GPA of 2.0, complete 24 units between seasons, and have a current educational plan on file. Additionally, the COA has developed a decorum policy for players and coaches. The institutional responsibility is to administer the intercollegiate athletic program in compliance with the COA Constitution and conference policies and procedures (Ref. 2.17). For the last two years, Mission has sent the Athletic Director, athletic counselor, and at least one coach to the COA fall meetings and spring conventions.

Within the last three years, the athletic program has had an increase in staffing, which has been instrumental in the College's progress toward meeting Title 9 regulations. Four full-time coaches/PE instructors and an athletic director have been hired. Two of the essential qualities required of these individuals are their philosophy of athletics and a comprehensive view of the student athlete.

A primary goal of the athletic program is building bridges by educating campus personnel about the role of the student athlete and the benefits of intercollegiate athletics to students and the College. The College has also assigned a counselor to work twelve hours per week with student athletes. The counselor recruits athletes, gives orientations, assures academic assessments are taken, helps develop educational plans, and monitors transfer and associate degree requirements. In addition, the counselor corresponds with colleges that recruit Mission's athletes, has an understanding of the National Collegiate Athletic Association's rules, and often becomes a confidant to the student athletes.

Administrative support is another essential component of institutional honesty and integrity. The College President, Vice President of Student Services, and the College Budget Advisory Committee (CBAC) have all been supportive and instrumental in the development of the athletic program. This support includes an increase in the budget, the number of coaches, and the director's load, as well as the hiring of a trainer.

Self Evaluation

The Mission athletics program is a growing and exciting department. In the last year, the program has developed to successfully meet Title 9 regulations. From 1989-1996, the athletics program was very successful in intercollegiate competition in men's baseball, tennis, and soccer, but the College was not in compliance with Title 9 at that time due to a lack of women's athletic teams. The College moved toward compliance between 1996 and 1998, when women's teams were added in soccer and basketball, and two full-time instructors/coaches were hired. Between 1999 and 2001, the College hired a new athletic director, and additional women's teams were introduced in badminton and softball to bring the College into compliance. The reinstatement of the women's softball team is one of the most exciting things that have happened to the department in a long time.

Mission has contributed to the Coast Conference's all sports policy by significantly increasing the number of sports and athletic opportunities for women.

The College's athletic focus is to provide opportunities for student athletes to be scholar athletes. Mission has established an academic safety net project to help athletes be aware of support services, such as tutoring labs and peer counseling projects, as needed throughout the school year. The academic safety net project monitors a student athlete's academic progress in each class throughout the semester. Goal setting, discipline, determination, problem solving, resiliency, and character development are all essential in the classroom and in athletics. The Mission athletics program works to make sure that students understand their need for education and its role in life.

Annually, the Athletics Department reviews all rules and regulations for intercollegiate competition with the coaches and other pertinent staff who may do recruiting for the teams. Additionally, the funds available to attend conferences and conventions have improved the education of the department's personnel. This has greatly increased the College's participation in the administrative process and the education of its employees. The Athletic Director regularly attends athletic events to monitor compliance of the decorum policy of coaches and student athletes.

Mission has made many steady improvements in the athletic program and the College is working on expanding three staffing positions: the athletic trainer, counselor, and secretary. The availability of a trainer for athletic contests is a requirement of the Coast Conference. For the last two years, a trainer was only present for contests. With an increase to a 50 percent load, the trainer now has some time to help in the rehabilitation and training of athletes; nonetheless, this position needs to be expanded to become full-time.

Additionally, the College used to have an equipment manager position that was lost during prior budget cuts. This position is needed to assist coaches by supplying and issuing equipment, monitoring inventory, checking the safety of the equipment and repairing it when necessary. The counseling position, which currently allows for 12 hours of counseling per week, should be expanded to support the academic success of the athletes and to ensure compliance with all the rules. There is currently no permanent funding for an athletic secretary and part-time student assistants complete those duties.

The student surveys disseminated for the purpose of the accreditation self-study support this self evaluation of the athletics program. The survey responses indicate that the students recognize the need for a broader athletic program (Ref. 2.8, question 24).

Planning Agenda

None.

2.8 The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self study requirements.

Descriptive Summary

Mission is committed to an honest relationship with the Accrediting Commission. The integrity of this relationship is demonstrated by its compliance with the commission's standards, policies, and guidelines. The role of the College President in working with the commission is understood. In its effort to adhere to all the accreditation requirements, the College has appointed an accreditation liaison officer and a faculty self-study co-chair to oversee the report and help facilitate communication between the commission, administration, and the chairs of the different standards. The co-chair receives reassigned time as compensation for the job. In preparation for the self-study, the co-chairs attended workshops to prepare the College for the process and the accreditation team's visit.

Board members, administrators, faculty, students, and staff have participated in the process. Board members participated in committees and a special strategic conversation of the Board was conducted in November 2000. A representative of the Accrediting Commission for Community and Junior Colleges presented an all-day training session at Mission College to all co-chairs from Mission and West Valley Colleges. The chairs of the standards met in June and July 2000 to prepare for the fall flex day on August 17. At that college-wide meeting, the commission standards were discussed in small groups of administrators, faculty, staff, and students. The groups gathered information and accepted volunteers to complete the self-study.

In September 2000, the committees met and received appropriate information and guidelines relating to each standard. Committee members met in September, October, and early November to discuss and revise their draft documents. A progress report was made to the College community during the spring flex days, January 11 and 12, 2001. A progress report to the Board of Trustees was made monthly beginning in fall 2001. Student input was achieved by administering SACE survey (Ref. 2.8). This is a confidential survey designed to evaluate instructional, student, administrative, physical, social, and cultural services at the College. Input from the faculty, staff, and administrators was gathered using the Cultural, Environmental, Structural, and Technical Assessment (CESTA) instrument (Ref. 2.16).

Self Evaluation

The College has the institutional integrity for an honest self evaluation process. Its commitment is demonstrated by the time and effort put into this report by our Board members, administrators, faculty, staff, and students. The College realizes that the self-study is an ongoing process that includes many College committees and the completion of individual program reviews in both the instructional and student service areas.

Planning Agenda

None.

2.9 The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The College and the District update publications, policies, catalogs, and schedules as needed. Each College department is responsible for updating publications that it distributes to the public. In June 2000, the District distributed a Publications Guide that identifies style guidelines to be used district-wide for graphic design, printing, writing, and the Web (Ref. 2.18).

For policy level documents, the College has no identified update schedule but instead makes updates of those publications a regular part of the agenda at governance and administrative meetings. For example, institutional integrity and academic honesty are a central theme in the Mission College Core Values and Goals (2000-03) (Ref. 2.19). This document was created in the 1999-2000 academic year in an effort to identify common goals and values for the College community. The Core Values and Goals publication is scheduled to be updated in 2001 and is annually included for discussion and review on meeting agendas, such as Academic Senate meetings and management meetings.

The Mission College Shared Governance and Decision-Making Plan, May 1998 is a working document and is currently under revision (Ref. 2.20).

Self Evaluation

The College has identified goals, strategies, and core values that support institutional integrity in documents that represent programs, services, and the mission of the College.

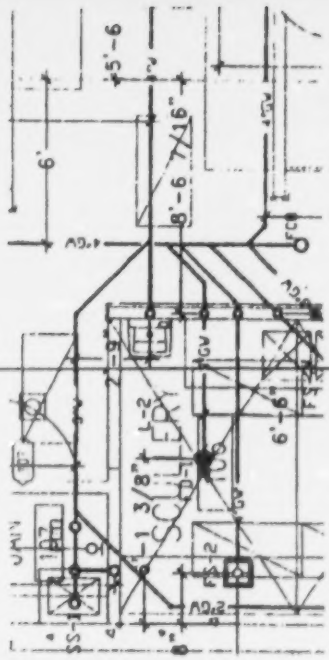
Mission regularly reviews publications that are distributed to the public as well as in-house documents, but no official schedule of review is published. Through this self-study process, one co-chair of this committee reviewed all publications currently distributed to the public for accuracy and honesty. Documents not current were returned to the appropriate departments for updating. Each College area is responsible for the currency of its publications.

Planning Agenda

- The College's Office of Marketing and Graphic Design should develop a policy and schedule for publication review.

References

2.1 Mission College Catalog, 2001-02
2.2 Mission College Schedule of Classes
2.3 Fliers
2.4 Leaflets and Fliers
2.5 Mission College-Our Future. 1997
2.6 Program Leaflets
2.7 Orientation Handbook
2.8 Student Assessment of the College Environment (SACE) Survey
2.9 District Policy Manual
2.10 Mission College Faculty Handbook, 2000-01
2.11 Association of College Educators (ACE) Contract
2.12 American Association of University Professors (AAUP) Ethics Statement, 1987
2.13 District Employees Orientation Handbook, 1999
2.14 Service Employees International Union Local 715 (SEIU) Contract
2.15 Student Equity Report
2.16 Cultural, Environmental, Structural, and Technical Assessment (CESTA) Survey
2.17 California Commission on Athletics Constitution
2.18 Publications Guide
2.19 Mission College Core Values and Goals, 2000-03
2.20 Mission College Shared Governance and Decision-Making Plan, May 1998



Standard 3

MISSION COLLEGE

Standard Three - Institutional Effectiveness

Co-Chairs	Carol Toppel and Peter Anning	
Members	Ray Charland	Student Development - Counseling
	Ingrid Thompson	Contract Education
	Linda Retterath	Mathematics
	Vicky Franco	Classified
	Chris Olson	Classified
	Ina Gard	Communications - English
	Susanna Pancella	Commercial Services - Computer Applications
	Lee Broughman	Santa Clara City Commissioner/ Community Volunteer

STANDARD THREE: INSTITUTIONAL EFFECTIVENESS

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

3A. Institutional Research and Evaluation

3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

Supportive of the need for integrating research and institutional planning and evaluation, Mission's research analyst serves as a voting member on several College planning committees such as Governance and Planning Council (GAP), Matriculation, and Program Review. The Office of Institutional Research (OIR) also provides support on a "by request" basis to all other planning groups and committees. Institutional research is integrated with several of Mission's planning and evaluation processes and examples of this include the comprehensive set of data provided to instructional programs in support of program review (Ref. 3.1); the validation of placement tests and prerequisites in support of matriculation, and the updating of progress toward the performance oriented goals of the Partnership for Excellence (Ref. 3.2); and Student Equity (Ref. 3.3), among others.

During 1999-2000, the OIR facilitated the development of the set of decision and planning support reports known as "Vital Stats." This set of reports and student outcome tracking capabilities are available to all District personnel, via the District's Planning and Research Intranet System (PARIS), and serves as a continuously updated, electronic factbook (Ref. 3.4).

Self Evaluation

Mission has integrated research with several of its planning and evaluation processes. Further integration as well as enhanced existing integration is expected as the College's strategic planning process continues to evolve. The degree to which research is currently integrated with planning and evaluation processes, though, may not be sufficiently well known to the College community.

Mission's Accreditation Standard Three Committee administered a survey in October 2000 to assess staff perceptions regarding each of Standard Three's ten sub-standards (Ref. 3.5). The survey results suggest that the extent of existing integration is not well

known on campus. Of the 89 classified, faculty, and administrative survey respondents, 45 percent did not know or had no opinion as to whether institutional research is integrated with and supportive of institutional planning and evaluation. Thirty eight percent agreed that it is well integrated and 17 percent felt that it is not well integrated.

Currently, the Office of Institutional Research provides a considerable amount of support to the planning groups and committees that include OIR representation. Including OIR representation in the membership of selected additional planning groups and committees may enhance institutional planning and decision-making. Broad OIR representation promotes the development of sound institutional planning policies that include necessary evaluation and assessment components. In addition, it provides the research function with a sort of early warning system that enables it to better meet the institution's research and evaluation needs.

Through PARIS Vital Stats, the OIR disseminates a vast amount of information in support of institutional planning and evaluation (Ref. 3.4). The office has provided numerous training sessions on PARIS and Vital Stats that must continue on a regular basis along with internal "marketing" of the system and the support it provides.

Planning Agenda

None.

3A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

Currently, research positions exist at Mission and West Valley Colleges but not at the District office. Mission College's Office of Institutional Research was created in December 1988 with the hiring of a research analyst position funded 50 percent from the general fund and 50 percent from categorical funds (Matriculation). In June 1999, Mission's Office of Institutional Research received sufficient PFE funds to hire a technician level position, increasing staffing from 1.0 to 2.0 FTE. Mission's current Educational and Facilities Master Plan (E&FMP) identifies that a second research analyst position should be hired by 2004.

Resources to pay for hourly assistance, equipment, supplies, and duplicating have been derived almost exclusively from Mission's matriculation allocation. Additional one-time PFE funds were allocated to upgrade the OIR to accommodate 2.0 FTE. Resources necessary for providing effective research and evaluation also include support provided by District Information Systems (IS).

The District Institutional Research Task Force (DIRTF) was formed in 1998 to address the research needs of the District. One member of this four-person team (both College

researchers and their respective supervisors) acts as the designated contact for the District and is responsible for disseminating requests to other team members, coordinating necessary team meetings, and communicating results of any team action to the District.

Self Evaluation

The institution provides necessary resources for maintaining an institutional research function at the College. However, due to the budget reductions of the mid 1990's and other factors, the level of resources currently provided needs to be augmented in several key areas to ensure research and evaluation effectiveness.

The budget reductions of the mid-1990's impacted the effectiveness of many departments at Mission. Recovery continues, as evidenced by GAP's decision to allocate permanent supply budgets for new departments and one-time PFE and other funds to the OIR during the last two years. However, past budget reductions, inadequate staffing, and decreased support from IS, combined with a continuously expanding need at the College for research and evaluation, continue to impact the effectiveness of Mission's research function. The result has been an increase in the proportion of time the research analyst has allocated to clerical duties, data entry, database maintenance, and report maintenance.

While additional staffing and budget will help to address this issue, much of the maintenance-oriented workload could be alleviated if the College and District jointly developed a policy for transferring ongoing reporting functions to IS for automation. Such a policy would ensure the minimization of manual updating by the OIR of reports that lend themselves to automation and that are perceived as appropriate to include in PARIS.

The limited amount of data processing and programming support provided by IS has for many years impacted the OIR's ability to effectively serve the College. Recent decreases in this level of support due to the District's conversion to a new integrated administrative software system (Datatel) are expected to continue for the next two to three years until the conversion and required follow-up development are complete.

The DIRTF has effectively responded to requests for information originating at the district level, although requests have been relatively few in number. The District's development of a district level research agenda could, given currently available levels of research staffing and support from IS, overwhelm the ability of the DIRTF to effectively respond to the District's requests.

The results of the Accreditation Standard Three survey suggest that a small percentage of people believe that sufficient resources have been allocated to the research function. Of the 89 classified, faculty, and administrative staff who responded, 24 percent agreed that the institution provides sufficient resources for effective research and evaluation. Thirty four percent disagreed while 43 percent did not know or had no opinion.

Planning Agenda

- The College and District Information Systems office should coordinate efforts and strategize methods to improve the level of support that Information Systems will provide for the Colleges' research functions.

3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Descriptive Summary

The College evaluates how well and in what ways it accomplishes its mission and purposes in a number of ways. In October 2000, facilitated by GAP, the College revised its mission statement and core values and goals, and in 2002 is scheduled to develop a set of measurable objectives for each goal (Ref. 3.6).

The educational and facilities master planning process provides significant opportunities for the College to evaluate its success in fulfilling its mission and purposes. The program review processes exist in part to support this evaluation need.

PARIS Vital Stats provides extensive support for determining whether goals specific to enrollment, productivity, student success, persistence, and course scheduling have been achieved. These reports are automatically updated each semester and are continuously available to all District employees.

Self Evaluation

The College has made great strides in developing the means for evaluating how well and in what ways it accomplishes its mission and purposes. Facilitated by GAP, the College is in the process of developing a set of measurable objectives for each of the goals identified in Mission's core values and goals. Both GAP and the College's new budget allocation model are scheduled for evaluation at the end of their first year of operation. PARIS provides consistently updated reports on a variety of institutional effectiveness measures.

As Mission's strategic planning process evolves, the College may wish to: (1) identify which specific institutional effectiveness measures best indicate the degree to which the College is accomplishing its mission and goals, (2) establish threshold levels for each effectiveness measure, (3) identify various intervention activities or planning options which may be initiated, and (4) develop a process for using each semester's or year's institutional effectiveness updates to continually refine its planning processes.

Planning Agenda

- The College should identify the institutional effectiveness indicators that best measure the College's progress toward achieving its institutional mission.

3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Descriptive Summary

The institution relies primarily on its program review processes to provide evidence that its program evaluation leads to improvement of programs and services. In 1990, Mission established a program review committee to develop and implement a process for studying its instructional programs (Ref. 3.7). Operating on a six-year cycle, the current process requires each department to identify its goals and objectives, program needs, curricular scope, and learning and work environment as components of its self-study report. The process includes the administration of a "generic" classroom survey and an optional but highly recommended supplemental, "program specific" survey containing particularly timely and/or unique questions. Departments involved in self-studies are provided with a "Databook" including trend data on enrollment activity, student characteristics, course scheduling, and performance statistics. These include data on retention, success, persistence rates, degrees, and certificates (Ref. 3.1).

Before each instructional department's self-study report is published, it must first be reviewed and signed off on by a validation team. The objective of the validation process is to ensure that the recommendations and claims made in the self-study report are consistent with what is known about the department. Once validated, the document is presented to the Board of Trustees (Refs. 3.7 and 3.8). During the third year of the six-year cycle, or whenever a request is made for additional fiscal support or human resources, departments are required to submit a program review update report.

In 1991, the College implemented a similar program review process, also on a six-year cycle, for evaluating non-instructional programs, specifically student services and other non-instructional departments not covered under student services. That process was discontinued in 1994. It has been reinstated for the 2000-01 academic year with the evaluation of three student service programs.

Mission's Office of Instruction coordinates the administration of a faculty evaluation survey developed by the faculty negotiating unit (the Association of College Educators), and coordinates classroom observation of faculty members (Ref. 3.9). As a part of this evaluation process, instructional faculty members administer a student survey that provides feedback to the instructor on the course(s), resources, and materials.
While not technically a component of program evaluation, faculty members participate in content, bias, and cut score validation studies to ensure that assessment placement tests

meet State standards. Faculty members also study the entrance and exit skills of the prerequisite sequenced courses in their department as a part of the content review component of Mission's prerequisite validation process.

In addition to assessing student perspective on Mission's matriculation component activities, a matriculation satisfaction survey administered by the OIR to approximately 2,000 students each fall semester provides recognition, use, and satisfaction rates for 26 different academic and student support service areas (Ref. 3.10). Resulting reports are distributed to each of the 26 program coordinators and to administrators each year and serve as a primary data source for the student services program review process. Mission's workforce and economic development units have deployed a variety of evaluation strategies to ensure the quality and relevance of programs offered.

Continuously updated reports for instructional departments and selected academic support programs are available to all District employees in the Vital Stats report module of PARIS. Faculty members are currently able to generate reports showing several measures of performance for the students in a given department.

Self Evaluation

Of the 89 classified, faculty, and administrative staff who responded to the Accreditation Standard Three survey, 28 percent agreed that the institution provides evidence that its program evaluation leads to improvement of programs and services. However, 35 percent disagreed, while 37 percent did not know or had no opinion.

Mission's program review processes reflect the College's first efforts in the area of systematic program evaluation. The instructional program review process developed in 1990 places its emphasis more on institutional acceptance and departmental participation than on objectives-based planning. While it has successfully gained acceptance on campus, the process does not specifically require departments to establish measurable objectives for achieving departmental goals, does not sufficiently integrate departmental planning with the self-study process, and is generally a less useful tool for measuring program improvement than would otherwise be the case.

Aligning program review processes with more recently developed measurable objectives-based planning processes are expected to, (1) lead to departments establishing more meaningful departmental criteria that better relate to the College's faculty and budget allocation and other institutional planning processes, (2) provide College planners with a more readily apparent indicator of progress towards goals both during the department's mid-cycle program review update and at the time of its next self-study, and (3) improve the quality and consistency of self evaluations across departments.

During the last two years, departmental participation in the instructional program review process has waned. There are currently more departments than at any time in the past that have either failed to participate in the program review process or have started but failed to

complete and submit their self-study reports. Although some of this may be due to the college-wide intensive effort expended for the past two years to produce the accreditation self-study and the E&FMP, the Program Review Committee and the Academic Senate need to reexamine the review process.

Without effective and thoroughly documented mechanisms that establish meaningful linkages between program review and Mission's other planning processes, faculty may deem program review an irrelevant exercise. Other potential reasons for this trend may include insufficient institutional support and the lack of clear enforcement procedures if the program review process is not completed in a timely manner, factors which need to be evaluated.

Until it was reinstated for the 2000-01 academic year, the most recently evaluated non-instructional program at Mission, at least as a part of a systematic program review process, took place in 1994. The result is that only about half of Mission's non-instructional programs have ever participated in such an evaluation process.

Support for measuring program improvement is available in the Vital Stats component of PARIS, where a large number of reports are available at the department level of detail. These are of particular usefulness to departments that have voluntarily established measurable objectives in their self-study reports.

Planning Agenda

- The College should develop and implement procedures for more formally linking the program review processes to the budget, faculty allocation, and other relevant institutional planning procedures.

3B. Institutional Planning

3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.

Descriptive Summary

Facilitated by GAP, Mission is currently pursuing the development of a strategic planning process, the focus of which is to integrate the many individual planning processes on campus and to align them with the institution's mission statement and goals. Individual goals, membership, and reporting responsibilities for each of the planning bodies at the College are on file and available.

In addition, the interaction of Mission's various planning bodies is portrayed graphically in flow chart format (Ref. 3.11). The development of Mission's E&FMP was a shared

governance process with broad representation, including the Board of Trustees, faculty, staff, administrators, students, and community members (Ref. 3.12). GAP has also guided the College community in the revision of its mission statement and institutional goals and is now in the process of assembling an appropriate set of measurable objectives for each goal.

Self Evaluation

Of the 89 classified, faculty, and administrative staff who responded to the Accreditation Standard Three survey, 57 percent agreed that the institution defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans. Nineteen percent disagreed, and 24 percent did not know or had no opinion.

Mission has defined and documented many of its unit plans and planning processes. Less well defined and documented, however, are the ways in which the various unit plans and planning processes are integrated and affect one another, the effectiveness of Mission's planning processes will be evaluated, and these assessments are used both to affect current policy and future iterations of the planning cycle.

Planning Agenda

None.

3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary

As described in substandard 3B.1, Mission is actively engaged in integrating and linking its individual unit plans and developing and integrating evaluation processes within a strategic planning process for both institutional and program improvement. Mission's recent educational and facilities master planning process identified priorities for improvement across the entire campus and has categorized them, by need, into three categories (by 2003, by 2005, and beyond). The intent behind Mission's program review processes is to assess and address priorities for improvement. In 1997, the Program Review Committee developed and implemented a process to integrate program review with the budget allocation, faculty allocation, and other planning processes.

Progress toward the College's Student Equity Plan, Partnership for Excellence (PFE), and other goals is evaluated and summary reports are disseminated on a regular basis. The progress Mission has made toward its student equity goals was presented during the 1999 annual "Movers and Shakers" planning and brainstorming session at which time numerous strategies were identified to achieve them. Progress toward PFE goals was presented most recently at the October 2000 Board of Trustees meeting. A district-wide

task force of faculty, staff, and administrators was charged with identifying variables that affect the College's ability to meet PFE goals and developing methodologies for monitoring them.

Self Evaluation

While numerous evaluation and planning processes already exist at Mission, there are key areas where additional progress would increase the College's ability to identify priorities for improvement. For instance, efforts to formally link the program review process with budget and faculty allocation processes have, to date, only achieved nominal success. This process is now being re-evaluated and improved.

Mission's annual "Movers and Shakers" planning meeting continues to serve as a rich source of ideas and strategies. However, the results from these and other similar sessions could be more effectively integrated with Mission's overall strategic planning process.

Appropriate follow-up and evaluation activities have, in many cases, not been sufficiently developed and where they exist may not be optimally integrated. For instance, the dissemination and discussion of annual updates showing Mission's progress toward its student equity goals have resulted in few if any changes in institutional priorities nor have new activities been implemented as a direct result. Establishing threshold levels for relevant performance indicators, such as those in student equity or PFE, and both identifying and strategizing for the implementation of various intervention activities is a possible solution.

Planning Agenda

None.

3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.

Descriptive Summary

The College recognizes and values integrating planning to link educational priorities with fiscal, physical, and human resources allocation. For the past year, the College has been in the process of improving its procedures to ensure that it systematically achieves that goal.

In spring 2000, Mission updated its E&FMP. Each department submitted a "concept paper" to address future needs in the areas of curriculum and program facilities, equipment, and personnel. GAP validated all 97 concept papers and clustered and prioritized the recommendations. In fall 2000, an all-day retreat was held to further prioritize and develop overarching recommendations for the College. A strategic

conversation was held with the Board of Trustees to obtain its input into the planning process.

A new budget allocation model was developed and approved in fall 2000 for the 2001-02 budget cycle to more effectively tie budgeting with planning at all levels. In addition, recent updates to the technology plan and the facilities and safety plan provide examples of how financial, physical, and human resources planning is currently being used to improve programs and services.

During the fall 2000 semester, Mission administered two comprehensive and nationally-normed surveys to assess the perceptions of both students and staff. The Cultural, Environmental, Structural, and Technical Assessment (CESTA) survey was administered to all full-time employees and a large sample of part-time staff (Ref. 3.13). The Student Assessment of the College Environment (SACE) survey was administered to approximately 25 percent of Mission's 10,000 enrolled students (Ref. 3.14).

Self Evaluation

Results from the CESTA and SACE surveys were generally positive and above national norms (in the case of the CESTA, where meaningful national norms were available). The CESTA survey results did indicate that Mission's previous budget allocation process was not perceived as reflecting the College's mission and priorities as well as might have been expected (CESTA, question 40). Survey respondents provided a similar response to questions related to how resource allocation decisions and revisions are communicated to employees (CESTA, question 45) and how institutional priorities are reflected in resource allocations (CESTA, question 11).

Before it was revised, the budget allocation process was perceived to be overly long and labor intensive. The new process will be evaluated at the end of the current academic year to assess the extent to which this perception has been addressed. Currently, no clear process exists for assessing classified staffing needs from an overall College perspective. Consequently, two departments may not realize that their needs are similar enough that they might effectively share a new, full-time position. Opportunities for this kind of job sharing could therefore be better coordinated.

The update of Mission's technology plan will better enable the College to address its needs in this and related areas through the budget allocation process. It is expected that the updated plan will also address staff perceptions that decisions regarding the purchase of technology are, to a large degree, still being made by individual departments and are not being prioritized college-wide. Additional coordination may also be needed to ensure that Mission's facilities infrastructure receives necessary modifications to support the purchase of new technology.

Planning Agenda

- The College should develop a process for addressing the institution's overall classified staffing needs.

3C. Institutional Outcomes Assessment

3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

The College clearly specifies intended institutional outcomes in its mission statement, its publications, and in many of its planning processes. Mission has developed goals for each of the performance measures identified in PFE, Student Equity, and other such initiatives. The College recently revised its mission statement and goals in the development of an overarching and integrated institutional strategic plan.

Documentation of achieved institutional outcomes exists in Mission's various unit plans (e.g., curriculum and matriculation), annual performance reports to both State and Federal agencies, and grant evaluation reports. Documenting their achievement is accomplished in several ways including:

- Internal evaluation processes;
- PARIS Vital Stats reports supporting selected College goals and program review as well as PFE, Student Equity, and specific matriculation components;
- The criteria established by State licensing boards;
- The evaluation efforts deployed by Mission's workforce and economic development programs;
- Articulation and transfer agreements;
- UC and CSU transfer performance reports; and
- The performance of Mission's transfer students on San Jose State University's Writing Sample Test (WST).

Self Evaluation

Results from the CESTA survey indicate that Mission's occupational and technical programs are perceived by College staff as being effective (CESTA, question 4) and that

available resources and facilities are at least fairly appropriate for maintaining effective programs.

Mission has made significant progress towards the development of a comprehensive and well-integrated strategic planning process. GAP has successfully facilitated the revision and reaffirmation of the institution's core values and goals. To build on the foundation that has been established, there are three areas that are in various stages of development and deserve continued attention: (1) identification of how the results of monitoring institutional effectiveness indicators, such as student persistence rates, basic skills improvements, and efforts to assess learning outcomes can be used to institute change in institutional policies and individual unit plans; (2) integration of external evaluation sources with the institution's planning processes to improve programs and services; and (3) establishment of measurable objectives for each institutional goal and development of a formal process for their evaluation and review.

The College has greatly expanded its workforce and economic development activities and regularly evaluates the effectiveness of these programs. However, tracking Mission's many vocational students into the workforce and obtaining regular, accurate feedback from employers as to how well Mission prepares its students for the workforce represents a significant challenge for the College.

Developing effective tracking-to-industry systems is known to be a very resource intensive process and is not adequately addressed by the Employment Development Department & Labor Market Information (EDD-LMI) data-matching/tracking project funded by the State Chancellor's Office. Mission must weigh the potential costs associated with the development of such a follow-up process against the value of being able to better document the extent to which its institutional outcomes have been achieved in this area. As learning outcomes are developed for the credit programs, outcome measurements for workforce and economic development initiatives will need to be integrated.

Placing an institutional emphasis on learning outcomes assessment and its use at all levels within the College will require broad support from the College, including the OIR. Institutionalizing learning outcomes assessment at Mission will take considerable time and concerted effort by the entire College and will very likely also require the development of automated data collection systems, reports, and tracking capabilities that are the domain of IS. If learning outcomes assessment is to be successfully institutionalized at Mission, particularly during the District's conversion to Datatel, the College will need to actively pursue additional IS support or allocate internal College funds to contract out for the necessary development.

Planning Agenda

None.

3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Descriptive Summary

Information is communicated to the Board of Trustees and other groups via the College President, the Director of Marketing and Public Relations, or others who receive information about the various evaluation and planning activities. Mission communicates to the public in several different ways: through advertising in print, radio, and cable television; informational/marketing brochures; and in press releases to newspapers. The College also participates in, and hosts, a variety of community events at which it shares information on the quality and effectiveness of its programs and services. The primary marketing tool for the public is the schedule of classes that is mailed directly to continuing students and distributed to local area companies, high schools, and libraries upon request. Mission, in conjunction with West Valley College, also produces the District's external newsletter, VIEW.

Mission has evaluative contacts with the community, industry, and government, specifically through its Workforce and Economic Development unit. In the area of Corporate Education and Workforce Development, renewed contracts and positive survey feedback from businesses and agencies confirm the quality of the College's courses and programs, which the unit communicates to the public in a variety of informational marketing pieces and articles. Mission College's Corporate Education Office has distinguished itself as a leader in delivering workplace training and on-site degree programs (Ref. 3.15).

Self Evaluation

Mission's extensive outreach activities to the public and industry are less well known to College employees. Of the 89 classified, faculty, and administrative staff who responded to the Accreditation Standard Three survey, 51 percent did not know or had no opinion about the institution using information from its evaluation and planning activities to communicate matters of quality assurance to the public. Twenty percent agreed, while 29 percent disagreed.

Evidence of the public's perception of the quality of the College's educational and training programs, however, can be seen in the very successful job fair that Mission College holds annually. The number of local employers desiring an opportunity to describe employment opportunities to the 2,500 students who attend the fair has increased annually and for the past few years has outpaced the College's ability to provide display space. Feedback from employers and students about this event is always extremely positive.

In an informal survey of community members conducted in fall 2000, when asked to rate Mission's effectiveness in disseminating information to the community, 20 percent of the

respondents rated it as above average or excellent (Ref. 3.16). Fifty percent rated the College as average or worse, and 30 percent indicated that they had virtually no knowledge of the College. In a similar survey conducted with industry partners, 50 percent rated the College's effectiveness in disseminating information to the community as above average or excellent, 2 percent rated the College as average or worse, and 48 percent of the respondents indicated virtually no knowledge of the College.

The disparity may result from the perceptions of the general community being based on simple, general knowledge or impressions while that of Mission's industry partners is more likely to be based on direct staff contact with the College, proximity, and/or their specific training needs. It has been suggested that Mission expand its outreach efforts, both through marketing, advertising and public relations; however, at present, staffing and budget limitations have curtailed its implementation and have not kept pace with the assignment of additional duties (e.g., public and alumni relations). The development of an institutional philosophy concerning marketing and outreach is likely to result in a more consistent level of support for these functions.

Currently, the schedule of classes mailed within Mission's service area is not a suitable vehicle for communicating updates regarding accomplishments, events, and various news items to the community. The District newsletter does reflect this marketing approach but is not mailed to residents of Mission's community. It is primarily distributed to corporate and civic leaders, donors, and to District staff members. A direct mail newsletter may be an effective means of raising the community's awareness about Mission, its programs and services, accomplishments, and events.

Planning Agenda

None.

3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

During the 2000-01 fiscal year, Mission deployed a new budget allocation process that GAP and CBAC will evaluate during 2001-02. A systematic review of College programs and needs is accomplished approximately every six years in Mission's educational and facilities master planning process. This process enables the College to better anticipate and align its resource needs to the changing needs of its community. As the facilitator of Mission's long-range strategic planning process, GAP acknowledges the importance of systematic review for assessing institutional effectiveness.

Several of Mission's individual unit plans, such as that for matriculation, include integrated evaluation processes. Identified in the matriculation plan, research and evaluation activities are reviewed and reprioritized every two to three years. Participation on the PFE and student equity committees has enabled the OIR to proactively plan and develop supportive monitoring systems and evaluation activities.

Mission's Office of Institutional Research, however, is one of several non-instructional programs and services that have not participated in a systematic, formal program review. While the OIR was scheduled for review in 1996, Mission's non-instructional program review process was discontinued in 1994 and has only recently been reinstated. Nonetheless, new procedures have been put into place to ensure that OIR workload is prioritized to a large degree on the extent to which requests support the goals of the institution and improve institutional effectiveness.

Self Evaluation

Systematic review of Mission's research function will take place within the recently reinstated non-instructional program review process. Mission's recently revised core values and goals now reflect the importance of systematic review for all programs, services, and planning processes. Revision of Mission's instructional and non-instructional program review models for better alignment with the institution's goals and planned objectives is expected to improve their utility for assessing institutional effectiveness.

While Mission has incorporated a variety of mechanisms to review its institutional plans and planning processes, not all have received a systematic review. Mission must ensure that such review mechanisms are tightly integrated within its developing strategic plan and ensure they are applied to both college-wide and departmental planning activities. This should include the formal review of the results of monitoring institutional effectiveness measures and the development and implementation of mechanisms by which they are used to affect policies and planning processes.

Mission's recently completed E&FMP was successful in many respects. The extent to which the E&FMP contributes to institutional effectiveness, however, may be enhanced with systematic, ongoing review of the process as well as the factors (e.g., labor market, industry growth, community needs, and internal factors) upon which the plan is based.

New procedures developed to prioritize OIR workload combined with broader Office representation on planning and governance committees at Mission have, to a great extent, addressed recommendations concerning the creation of a research advisory committee.

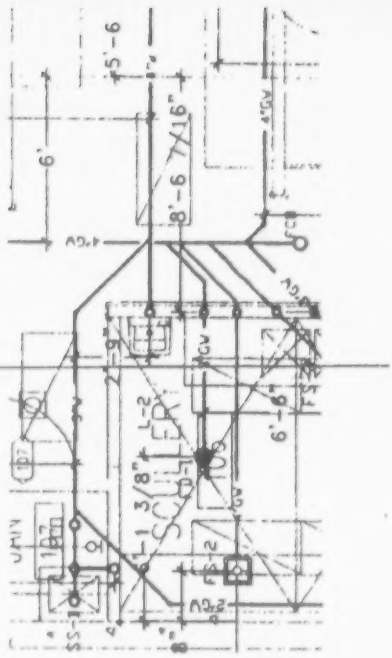
The College has recently recognized the need to better coordinate grant writing activities to ensure that the grants the College does pursue are aligned with the institution's goals by including the College's grants liaison on GAP and reviewing the plans and requests for future grant applications.

Planning Agenda

None.

References

3.1 Program Review Databook
3.2 Partnership for Excellence Monitoring Reports
3.3 Student Equity Update
3.4 PARIS Vital Stats Report
3.5 Standard Three Perceptions Survey Results
3.6 Mission Statement and Core Values and Goals
3.7 Instructional Program Review Process
3.8 Program Review Self Study Report
3.9 Faculty Evaluation Survey
3.10 Student Satisfaction with Matriculation Services Survey
3.11 Planning Flow Diagram
3.12 Mission College Educational and Facilities Master Plan (E&FMP)
3.13 Cultural, Environmental, Structural, and Technical Assessment (CESTA) Survey
3.14 Student Assessment of the College Environment (SACE) Survey
3.15 Workforce and Economic Development-Corporate Education Brochures and Survey Results
3.16 Community Survey Results



Standard 4

25 MISSION COLLEGE

Standard Four - Educational Programs

Co-Chairs Betty Grayson and
Regina Stanback-Stroud

Members	Jody Hacker	ESL
	Carol Qazi	Classified
	Betty Ensminger	Communication - Speech
	Julaine Rosner	ESL
	Jason Halasa	Commercial Services - CIS
	Monica Rivas	Foreign Language
	Daniel Franco	Student Development - Counseling
	Paulette Isidro	Classified
	Carole Cramer	Classified
	Jerry Kissinger	Community Representative

STANDARD FOUR: EDUCATIONAL PROGRAMS

The institution offers collegiate level programs in recognized fields of study that culminate in identified student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how presented, or by whom taught.

4A. General Provisions

4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The mission statement for the College was revised in 2000 and approved by the Board of Trustees in 2001. It states that Mission College is an open access institution that serves the educational and economic development needs of its community providing "transfer, degree, and certificate programs in lower division arts and sciences; community, career, and vocational education; and educational opportunities in basic skills and English as a Second Language." The core value statements that accompany the mission statement further express the College's commitment to its students and community.

For example, Core Value 1, Culture of the Institution, states that Mission is devoted to offering its students access and success in reaching their educational goals (Ref. 4.1). Core Value 4, Community Connections, expresses the College's commitment to its community. It states in part that it is the desire of Mission to function as a "community resource." In addition, the College "conducts community needs assessments on a regular, on-going basis, maintains outreach and articulation partnerships with secondary and post-secondary (transfer) institutions . . . mutually beneficial corporate partnerships" and "provides services to community based organizations."

Geographically, the community served by the College includes the city and county of Santa Clara and the Silicon Valley high technology region. The demographics of Mission's student population reveal a culturally and ethnically diverse population that is self-described as:

57.1% Asian/Filipino/Pacific Islander;
20.2% White;
15.9% Hispanic;
4.5% Black/African American;
1.7% Other/Non-white; and
.5% Native American/Alaskan.

Although the African American, White, and Native American populations are slightly under-represented, the surrounding community is made up of residents who are in the same proportion as the student population. Additionally, medium to large size corporations surround the campus. The corporate community neighbors include S-3, 3COM, Intel, Nortel Networks, Cisco Systems, Seimens Telecommunications, Palm, Applied Materials, National Semiconductor, and several others.

In 2000, the College formed the Instructional Advisory Team (IAT), composed of instructional leaders college-wide, to advise the Vice President of Instruction on academic matters of mutual interest and importance.

Programs are offered in three main categories: (1) general academic programs (including general and occupational education), (2) workforce and economic development programs (including contract and corporate education) and (3) community education.

Academic Programs

The academic programs include 31 degree and 44 certificate programs, ranging from traditional college transfer/liberal arts degrees to high-tech and vocational programs. Courses are delivered on campus as well as via distance education utilizing both television and the Internet. The College offers instruction and services seven days per week, days and evenings.

The College and departments regularly assess how well its programs are meeting the needs of students and the community via surveys and a variety of advisory committees and alumni. During fall 2000, 1,366 Mission College students responded to the Student Assessment of the College Environment (SACE) survey (Ref. 4.2). On the questions that focused on how well the College met the educational and professional needs of its students, Mission's student body gave the College high marks, ranging from a low of 3.67 percent to a high of 4.04 percent. Further, students generally rated the College as providing an atmosphere that solicits student input in decision-making.

In response to needs assessments, a number of degrees in high-demand occupations have been added since 1995. These new programs offer workplace-oriented certificates and include: Child Development, Environmental Technology, Global Marketing, Semiconductor Manufacturing, Global Studies, Graphic and Multimedia Design, Graphic Design, Computer Applications, and Computer Information Technology (with four areas of specialization).

The academic programs provide a balanced curriculum that has been fairly consistent over the past few years and can be categorized by percentages of fall 2000 FTES as follows:

12% Applied Sciences;

10% Business;
18% Cultural and Technical Arts;
8% English;
8% English as a Second Language;
11% Math;
7% Natural Sciences;
7% Social Sciences;
16% Technology related; and
3% Other.

Workforce and Economic Development Programs

The College has extensive workforce and economic development programs that are the result of numerous State and regional partnerships with educational institutions, community-based organizations, and business and industry partnerships and initiatives. The programs include four different regional programs: Health Occupations, Business Resource Assistance, the New Media Center, and the Workplace Learning Resource Center, along with additional industry-driven collaborations.

Contract Education offers short-term training on and off-campus as well as degree and certificate programs at corporate sites. The corporate College includes customized certificates and associate degrees, on-site assessment, counseling, and other services necessary for the clients to complete their specified programs.

Community Education Programs

Community Education offers many programs ranging from a Life Skills program for Agnews Development Center's developmentally disabled individuals, to childbirth education classes offered at Kaiser's Santa Clara Hospital, and traffic school for the California Department of Motor Vehicles. Community Education also offers a compressed Cisco Certified Network Associate certificate program as an option to augment the severely impacted credit program at the College. Several other programs are available both on and off-campus.

The Institute for International Studies, or IIS, is an intensive English language program coordinated by Community Education. Started in 1995, the program offers courses for foreign students who wish to improve their English language skills so that they can seek degrees in the United States. Most of these students transfer to Mission or West Valley Colleges. The IIS program also benefits the resident students at Mission College by enabling them to build relationships with students from outside the country, thus "internationalizing" the study body. In January 2001, IIS received its own accreditation from the American Association of Intensive English Programs (AAIEP).

Self Evaluation

Academic Programs

The College and individual disciplines use several processes to evaluate and revise courses and programs, ensuring that the institution will continue to meet the changing educational needs of its students and community. The five-year program review cycle includes significant quantitative and qualitative assessment components for considering program modification. In addition, departments receive feedback from the Silicon Valley business community, advisory committees, students, Counseling, and high school partners. While various opportunities for feedback exist throughout the College, there is currently no systematic assessment process that informs the academic programs of community needs. There is no collection or documentation of advisory committee activity on the College campus.

Curriculum changes in disciplines such as ESL are driven either by vocal feedback from faculty who inquire about how a particular student was placed in a class or from staff who provide information about requests for lower-level ESL instruction. Given the large percentage of second-language speakers who matriculate at Mission College, faculty, staff, and students have expressed concern regarding the availability of lower-level ESL courses. There was a need for more classes at a level that would bridge the gap between adult education and the first level of ESL at Mission College. Additionally, concerns related to the ability of the students to progress through the levels of the ESL program and ultimately gain access to the main English curriculum have been expressed. In response, the English, ESL, Reading, and Communications departments at the College have held extensive discussions regarding a variety of related issues ranging from access to progress through the curriculum.

Recent departmental activities have led to significant changes in ESL that are anticipated to better meet the developmental education needs of the student population. Two new basic skills English as a Second Language (ESL) classes were added at Mission College in spring, 2001. Additionally, the ESL curriculum proposal draft developed by the department includes a program redesign of the first three levels to be general ESL, repeatable, non-degree applicable, and non-transferable courses. This proposal represents a major programmatic change that will speak to the developmental ESL needs of the student population as supported by College placement data, student enrollment options, and faculty perception of student performance.

Due to community and student expressed needs, the College has recently established a MESA program to assist students studying in the math and science areas. In addition, to provide improved links with the main feeder high school district for the College, Mission will be starting a Middle College in fall 2001 for 30 students.

Workforce and Economic Development Programs

In the workforce and economic development area, departments and programs have access to industry partner and advisory boards, all of whom provide regular feedback to the College about needed programs. In addition, the industry driven collaboratives provide a high level of advice in the health, environmental technology, media and new media, and technology fields. The corporate participants are active in their technical and fiscal support for labs, equipment, curriculum, and faculty development opportunities.

Workforce and Economic Development has an advisory board that meets four times per year to which staff members bring new ideas for discussion. Other participants on this board are the North Valley Workforce Investment Board, Workforce Silicon Valley, and Joint Venture Silicon Valley. The Advisory Board also uses information gathered by the Santa Clara County Labor Department. One of the department's main objectives is to provide training that enhances the job skills and creates opportunities for underrepresented groups.

Community Education Programs

Community Education relies on its network of program coordinators, who are specialists in the fields they represent, to suggest new programs.

Planning Agenda

None.

4A.2 **Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.**

Descriptive Summary

Although the College recognizes that the "typical student" enrolled at Mission works and attends classes on a part-time basis and thus probably does not complete a degree or certificate program as rapidly as would a full-time student, it also tries to offer adequate numbers of sections on a schedule that assists students in completing requirements as quickly as possible. Students can plan how they will complete their educational goals by using the major sheet for a program (available in the Counseling Department) and by examining the schedule matrix that each department provides in the College catalog.

To assist faculty in their scheduling efforts, departments have access to a number of reports and statistics that provide course enrollment and scheduling data. For example, data entitled Certificate and A.S. Degree Trend of Sections Offered for the current and past six semesters is available and shows the frequency and number of sections of each class offered (Ref. 4.3). Required general education classes are offered throughout the

year. Additional reports that can be accessed include the Course Scheduling Grid, Scheduling Summary, Scheduling Density, Scheduling Conflict, Scheduling Enrollment Optimization, Course Fill Rate, Closed Class Summary, and Student Course Repetition Reports, all of which provide faculty with data that will inform scheduling decisions.

Self Evaluation

The average time to degree for Mission College students under 21 years of age is 2.1 years. The average time to degree for students over 21 (part-time/working) is 4-5 years, increasing as the student age increases. Generally, the faculty are able to use the statistical reports along with individual consideration of section closure to ensure that students have access to the courses necessary to complete a degree or certificate in a timely manner.

Planning Agenda

None.

4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Mission College has not had a program discontinued in many years; however, the last time it occurred the institution and the Board of Trustees ensured that courses required for the program were continued so that enrolled students could complete them. Recently, in accordance with recommended policies, the Academic Senate finalized a Program Discontinuance Procedure that provides guidelines for the College to follow when considering a program for discontinuance.

Currently, Mission College follows a procedure for program and course change that offers discussion and approvals at all levels, beginning with the faculty and respective department chairs and continuing to the Office of Instruction, the Curriculum Review Committee, and the Board of Trustees. This procedure is outlined in detail in the Mission College Curriculum Manual.

Individual instructors and the Counseling Department take primary responsibility for explaining program and degree changes to students. The Articulation Officer, a College counselor, sits on the Curriculum Review Committee and also transmits course information to the counselors weekly. In addition, most departments publicize significant curriculum changes by fliers that are posted around the campus, and the information is also usually posted on the College and/or department Web site.

At Mission College, students have "catalog rights." This means that as long as students remain enrolled, they follow the requirements listed in the Mission College Catalog for the year when they started the program or degree. Students who drop a program and re-enter more than a year later may be required to meet new requirements.

Self Evaluation

Mission has eliminated one program, the model building program, and transformed it into a drafting program. The Board of Trustees expressed a commitment to provide for faculty retraining and full service to existing students before the last class was closed.

All changes in programs and/or courses are publicized immediately so that students will have adequate information to revise their educational plans.

Planning Agenda

None.

4A.4 **The institution provides sufficient human, financial and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.**

Descriptive Summary

Mission has adequate resources to support its educational programs and allow departments to meet the objectives and goals of their programs and courses. Resources fall into three categories: human, fiscal, and physical.

Human

There are 150 full-time and 270 part-time faculty at Mission College, along with 90 full-time classified positions. The administrative positions include seven academic administrators, four classified managers, and two supervisors. Various grants have specified program managers or development specialists (seven) that support the grant or initiative for the life of the project only.

The College has a Performance Goals Committee (PGC) that considers the need for part-time instructional faculty in relationship to the enrollment demands in departments. The departments engage in a process to request additional full-time positions based on the needs and direction of their programs.

Fiscal

The College functions on a yearly budget of approximately $20,000,000, of which $5,000,000 is discretionary. The Governance and Planning Council (GAP) and the College Budget Advisory Committee (CBAC) recently adopted a new budget allocation model that includes a new category called "Big Ticket Items," or BTI, for budget requests over $30,000. Requests in excess of $30,000 are prioritized according to College planning goals. Other requests are categorized into a variety of areas. The process encourages input from all segments throughout the College and involves all governance groups in the construction and approval of the College budget.

Physical

Proposition 13 was passed in the middle of building Mission College and a long period of time elapsed before the College was able to continue building. The Campus Center opened in 1999 and was funded by the District's Land Corporation. The newly opened Library was constructed using State funds. The College is breaking ground for a new Child Development Center, a new Science and Technology Building (both State supported) and Phase II of the Physical Education Building (Land Corporation supported). Still, these new buildings will not provide sufficient classroom and faculty office space needed for the College to keep pace with its enrollment growth.

New equipment, especially related to technology, has been provided by College, State, and grant funding sources. In addition, significant donations have been provided by several of the corporations that partner with Mission College.

Self Evaluation

Given the current funding realities inherent in State funding, resources of all types remain limited. The College uses general apportionment, categorical allocations, and competitive grant resources to support educational programs and services. A modified budget process provides faculty, administrators, and staff with the opportunity to articulate funding needs as they are aligned with College core values and objectives. The recent budget request process resulted in requested items totaling three times the amount of money available.

The budget model is designed to be open and inclusive. Every employee in the College may make financial requests to the budget committees. In addition, all four major College constituent groups (faculty, staff, students, and administration) have seats on CBAC. Information about the committee's proceedings is available to all.

Approximately six years ago, the District underwent employee layoffs due to a budget shortfall. Although the College has steadily increased its hiring of staff, the growth in enrollment has expanded even faster, necessitating the need for more staff to meet the needs of College programs and services. Many offices are either understaffed or rely too

heavily on hourly or student employees. Instructional labs utilize some full-time staff but also employ many students and part-time staff to cover the open hours.

Responding to the State mandate to increase the proportion of full-time faculty, Mission has hired approximately 35 new faculty members in the last five years as well as hiring 15-20 replacement faculty. Additional FTES (Full Time Equivalent Student) money will become available from the State, but the current rate of faculty hiring is not keeping pace with growth, and the College continues to utilize significant numbers of part-time faculty in many departments.

The College is keeping pace technologically by upgrading its own infrastructure. However, it faces challenges in providing technical support staff and funding. The offering of on-line courses has been hampered by repeated computer problems related to the network with the District Information Systems (IS) mainframe. Consequently, the College has made arrangements to move the campus'servers to a nearby company that offers "fail-safe" services for clients' servers. Hiring remains challenging because the College has to compete with the surrounding high technology industry for technology-related applicants.

New facilities, including the Library, Learning Resource Center, Child Development Center, Science and Technology building, and Phase II of the Gymnasium, will have a positive impact on the availability of space to support the instructional programs.

The facilities usage calculations appear unrealistically high because the College is primarily an evening college. In fact, classrooms are available during the day, but space in the evening does not satisfy the demand. Also, with the emerging technology fields, faculty members often request dedicated labs or classrooms for specialized instruction.

The priorities of the facilities requested in the master planning process include:

- Acquiring and creating more classrooms and office space;
- Upgrading the infrastructure including electrical, data, re-cycling and flexible building usage;
- Upgrading the learning and working environment and grounds;
- Acquiring facilities to provide all services for increased student enrollment; and
- Building three new buildings: Cultural, Technical and Performing Arts, Technology/Lecture, and Contract Education/Economic Development/Community Education.

Planning Agenda

None.

4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College offers its students a wealth of programs, including those in the Counseling Department, to ensure their success. Individual departments vary in the extent of advising they provide students enrolled in their programs, and generally the occupational areas offer more in-depth information to students since they interface directly with industries and/or licensing boards. Counseling provides students with a "walk up" service desk that allows students to see counselors without an appointment. Students may, of course, schedule appointments with counselors as well. Counseling also offers an optional orientation to the College as well as priority registration in a large number of one-half to one unit credit classes that focus on career, time management, and personal issues.

Students who are experiencing difficulties in their classes are identified through an "early alert" process approximately six weeks into the semester. The form and letter from the Vice President of Student Services goes out to all instructors, requesting that they identify students who are failing or not performing adequately in areas such as attendance, test scores, and work completion (Ref. 4.4). The information from the reports results in early alert letters that are mailed to students advising them to see their instructor. In addition, the letters give students a number of options for seeking assistance from the Counseling, Health, Learning/Tutorial, and Math and Computer Lab Centers. There are also student support programs such as ACCESS; Math, Engineering, and Science Advancement (MESA); Extended Opportunity Programs and Services (EOPS); Teach for Tomorrow; and Pass the Torch that are available to assist and advise students (Ref. 4.5).

For students identified by the early warning system as being at risk of academic failure, the Counseling Department offers "Student Success Seminars," which are given at times convenient to students and focus on such issues as test-taking techniques, motivation, study skills, and goal setting (Ref. 4.6). Students are required to see a counselor before they reach the point of being dismissed from the College. Prior to the expiration of Title 3 funds, the College provided the faculty with training in advising issues and learning problems. Now, the advising function is handled almost exclusively by Counseling.

Self Evaluation

The College does an excellent job of supplying students with sufficient information and advice about its programs and services. Department faculty members frequently work one-on-one with their students and/or provide information to the counseling staff on the specific needs of their departments. Due to the large number of evening and weekend courses offered, the College established and filled a dean-level position to support student and faculty needs for information and coordination during those hours.

The Counseling Department, the primary source of advising, pro-actively works with students to supply information and advice. There are areas in which assistance could be improved, including:

- Expanding hours to increase service to the evening, night, and weekend students;
- Increasing departmental communication between full and part-time counselors;
- Exploring the pros and cons of enforcing mandatory orientations for all students to fuel greater academic success; and
- Expanding and improving communication between Counseling and other departments.

The College has had various discussions regarding the use of faculty advisors and decided not to use faculty advisors in the place of counseling faculty.

Planning Agenda

- The Counseling Department, with the assistance of instructional departments, should design a more formal and systematic method of enhancing communication between the departments and Counseling.

4B. Degree and Certificate Programs

4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

In fulfillment of its mission, the College is committed to providing quality programs and courses that enable students to earn certificates and degrees in a variety of disciplines that are taught by differing instructional modes and are appropriate to the community in which students will live and work. The programs and courses offered meet student needs for intellectual, artistic, social, and technical development. At the same time, the curriculum provides students with the general education components for transfer and/or marketable occupational and career skills.

Mission's students include those seeking language and/or job training skills as well as traditional academic students who transfer to four-year institutions throughout California and the United States. Many of Mission's programs provide qualified graduates to meet local industry needs. Certificates and programs are periodically evaluated to ensure currency of information and also to review delivery modes and times for completion.

Both the degree and certificate programs have a coherent design that includes a series of core courses designed to provide a depth of study appropriate to a two-year degree or short-term certificate. The courses in transfer majors are designed as a university parallel program for the first two years of a four-year bachelor's program while the four-year institution provides the advanced courses for the baccalaureate degree.

Self Evaluation

General education programs in the liberal arts and sciences are characterized by reasonable requirements that include depth, appropriate sequencing, and synthesis to enable students to enjoy a satisfying and fulfilling academic experience. They build students' academic competence, fulfill skill requirements for students entering the workforce, and meet the transfer requirements of four-year academic institutions.

Mission has established academic and occupational programs suited to the location of the College, in the center of the Silicon Valley. The student population is diverse and includes workers in the computer industry as well as students interested in a variety of service-oriented careers. The recent creation of the Computer Information Technology Department, which offers courses in short, compressed formats, has motivated faculty who teach in other areas to re-evaluate how they have configured their curricula and the time required for students to complete coursework and/or certificates.

Degrees and certificates offered by Mission College conform to the goals and purposes of the College's mission statement and reflect the core values expressed in the teaching and learning core value (Ref. 4.1). Department and division chairs carefully scrutinize the sequencing of various degree and program courses for coherence and length. In a milieu where population and industry needs change rapidly, the College balances the length, breadth, and depth of its certificate programs with the characteristics of its students and the availability of its resources.

Planning Agenda

None.

4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.

Descriptive Summary

Mission has a history of developing and promoting curricula and programs that fit its location in the Silicon Valley and that are congruent with local government and industry needs. Each degree and certificate is titled and described in the College catalog to assist students in identifying appropriate educational choices. Expected knowledge and skills

are outlined in the catalog and in more detail in course syllabi or outlines provided to students in classes.

Occupational and academic programs provide unique content, which is consistent with industry and discipline needs and the College statement of goals. Occupational programs are consistent with current standards in the fields represented.

General education courses, as well as curriculum in academic and occupational areas, are regularly assessed for content by the faculty who are members of the involved disciplines, the counselors, the Curriculum Review Committee, the Articulation Officer, and the Office of Instruction. "Major Sheets" that describe the objectives and content of programs are available to students in Counseling. The most comprehensive identification of the College's degrees and certificates is in the catalog (Ref. 4.7).

Self Evaluation

Mission identifies its degrees and certificates to reflect the content, objectives, and level of knowledge and skills gained with the attainment of the degree or completion of the certificate. The degrees and certificates bear the names of the fields for which education and training are provided. The objectives and course content are specific to the field of study.

The College's degrees and programs fall within the parameters of this standard. From its inception, Mission has focused attention on providing knowledge and skills that meet current career expectations. The College regularly evaluates degrees and certificates against its goal of shaping academic programs to meet community needs, emphasize student learning, and foster instructional excellence. (See Core Value 2.)

Planning Agenda

None.

4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.

Descriptive Summary

The College catalog is published annually and includes information describing learning outcomes and career options. Yearly publication of the catalog assures up-to-date information about programs. Specifically, expected learning outcomes are outlined in the catalog under each discipline. The courses included in each program are designed so that students completing the program achieve those outcomes. The 2000-01 catalog contains general information about Mission College, academic program information, transfer

information, course descriptions, learning outcomes, career options, types of degrees conferred, and certificates offered.

At this time, departments do not require students to demonstrate overall achievement of learning outcomes, though some areas have developed board-graded final exams. In general education, students must demonstrate proficiency in writing, reading, and mathematics to graduate with an associate degree. The proficiency requirements may be met through academic skills assessment or by completing specified courses. In many occupational areas, competency in specific skill sets must be demonstrated prior to passing the student on to the next course or level of instruction.

Self Evaluation

The institution defines and makes public its expected learning outcomes at the course level and to a more limited extent at the program level. Thus far, no process directly measures the learning outcomes for programs or for graduation, nor have faculty been trained to accomplish this objective. Given the need for accountability evident at the local, State, and national levels, the College is hiring a Learning Outcomes Assessment Coordinator (50 percent coordinator, 50 percent counselor). Effective fall 2001, this faculty member will work with the College community and department faculty to organize a Learning Outcomes Assessment Committee that will identify and plan how to measure learning outcomes at the discipline and college levels. It is anticipated that this effort will take a considerable amount of time and will need to be supported throughout the institution in order to be effective.

Planning Agenda

None.

4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

Students graduating with an Associate in Arts (A.A.) or an Associate in Science (A.S.) degree complete at least 60 units of study, including the general education requirements listed in the catalog. Students must complete coursework in language and rationality, natural sciences, humanities, social and behavioral sciences, and lifelong learning. Students are required to meet basic competency requirements including proficiency in reading, writing, and mathematics. The minimum number of general education requirements is 24 units.

Individual majors also require that students complete an appropriate sequence of courses that focus on material specific to the discipline.

Self Evaluation

The College offers degrees in a wide variety of disciplines. Not only are students expected to be introduced to broad areas of knowledge that will help them function effectively in society, but they also must take sufficient courses in their major for competency and completion of program objectives. Broad areas of knowledge include developing critical thinking and problem solving skills and exposing students to concepts that the College has determined should be taught across the curriculum—including cultural pluralism and oral and written communication skills.

Planning Agenda

None.

4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

Competence in the use of language and computation is demonstrated in multiple ways. Students completing A.A. and A.S. degree programs are required to take six units in the Language and Rationality area, including a minimum of three units in English composition. The remaining three units may be taken in courses such as public speaking, argumentation and debate, or philosophy, all of which require proficiency in written and oral communication as well as critical thinking. Since written communication skills are expected to be reinforced throughout all associate degree level courses, students are expected to write as a part of every course that counts toward graduation. All courses governed by Title 5 involve a degree of competence in the use of language, both oral and written. This competence is demonstrated in the successful completion of the courses and, in the case of English 108A, by successful grades on a board-graded final.

Successful completion of a Math B, C, G, or higher math course is required for graduation with an associate degree. The Math Department, in an effort to ensure student success, has recently introduced prerequisites rather than advisories for its series of geometry courses. Math, along with a number of other disciplines, is seriously considering the addition of more prerequisites as a method for guiding students into courses appropriate for their knowledge level. In addition, many science, business, and related courses require competence in the use of numbers.

Self Evaluation

According to demographic data provided by the College research analyst, almost 59 percent of Mission students are non-native speakers of English. As a result, the instructors at Mission face an especially difficult challenge in helping students acquire a level of proficiency in writing appropriate for college level work. The fact that in 1997-98, 337 Mission students were able to transfer to 4-year universities such as University of California (UC), Berkeley and UC Davis suggests that Mission's programs have been successful. Data from San Jose State University (SJSU), however, document that the failure rate of Mission transfer students taking its Writing Skills Test for the first time is 41 percent. The lack of sufficient required writing for courses other than English provides a disincentive for students to improve their writing. The Writing Requirements Committee at San Jose State University is working to emphasize the need for "Writing Across the Curriculum," that is, to upgrade the writing requirements in courses such as accounting, business, or computer science. Representatives from the English and English as a Second Language (ESL) Departments at Mission have been meeting with the Writing Requirements Committee to work toward a solution.

Mission students also have difficulty in acquiring sufficient verbal skills to successfully navigate in the community or in the working environment. Consequently, the present decision not to have a course in oral communication required for graduation may need to be reexamined. This could be accomplished at the same time that the Academic Senate initiates a College discussion on graduation requirements during the 2001-02 academic year. Although most faculty do not dispute the fact that additional course requirements for graduation would be beneficial for students, opinions differ over how much to require so that students can continue to complete their coursework in a timely manner.

Planning Agenda

- The Academic Senate should lead the College in a discussion of prerequisites and graduation requirements and make suggestions for revision if necessary.

4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary

All career programs identify their degree and certificate requirements in the College catalog. Student competence in these programs is generally measured and documented through conventional grading.

Many of the programs, such as multi-media and graphic design, also require a student portfolio. Students design their portfolios to represent their accomplishments and they may be used to demonstrate student abilities to prospective employers.

All of the career programs have advisory committees that help keep the department abreast of industry requirements for skills. The advisory committees provide feedback about the competence of program graduates in the workforce. For the development of career programs, the Office of Workforce and Economic Development is able to provide relevant labor market research.

Self Evaluation

The College routinely documents the technical and professional competence of its career program students and graduates through grades, student portfolios, and feedback from employers. CESTA survey results appear to indicate that faculty, staff, and administrators are highly confident in the ability of the College to provide career skills to students.

Planning Agenda

None.

4C. General Education

4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

General Education requirements are delineated in the College catalog as well as in documents in Counseling. Mission requires a minimum of 24 general education units, including at least one course of two or more units in each area, A-E. Additional courses must be taken to meet the 24-unit requirement. The areas are the following:

Area A: Language and Rationality (6 units)
- A-1 English Composition course (3 units)
- A-2 An additional 3 units from a variety of courses listed in the catalog.

Area B: Natural Sciences (3 units)

Area C: Humanities (3 units)

Area D: Social and Behavioral Sciences (6 units)
- D-1 American History and Institutions (3 units)
- D-2 Social and Behavioral Sciences (3 units)

Area E: Lifelong Learning (3 units)

The Lifelong Learning requirements are to be completed by selecting either:
Option 1: Three units from Area A-2, B, C or D, or
Option 2: Three units from a variety of courses as listed in the catalog.

General Education Reciprocity

Mission has entered into an agreement with seven other community colleges to accept the general education of these colleges "as completed." The participating colleges are West Valley (Saratoga), Gavilan (Gilroy), San Jose City (San Jose), Evergreen Valley (San Jose), De Anza (Cupertino) and Foothill (Los Altos Hills). This agreement provides that students who obtain a certification of completion of associate degree general education or complete an associate degree at any one of the participating colleges will have both their general education coursework and graduation proficiencies accepted "as completed" at the other participating colleges. No additional coursework is required of students who present official certification. However, students must complete all courses or prerequisites needed for the major being taken at Mission College.

If a student has been granted a baccalaureate degree from a regionally accredited institution in the United States, Mission accepts (as completed) the required units and proficiencies of general education that are needed for an A.A. or A.S. degree. Students are required to present official transcripts that verify completion of baccalaureate degrees.

Self Evaluation

The general education component at Mission is clearly stated in several sources. In addition, the College provides students with an opportunity to have general education units completed at surrounding community colleges or four-year institutions and apply them toward their progress at Mission College.

Planning Agenda

None.

4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

In order to guarantee, as far as possible, that all graduates receive training in certain basic skills and are exposed to sufficient breadth of learning, the faculty of the College established general education components and developed the descriptors based on the College's educational philosophy. The general education requirements, and the rationale for the inclusion of major areas of knowledge and skills that the requirements seek to

address, are clearly outlined in the College catalog. Originally developed by the Curriculum Review Committee (CRC), a standing committee of the Academic Senate, Mission adopted the "Associate Degree Graduation Requirements" as part of its institutional commitment to provide general education as an integral component of all degree curricula.

Self Evaluation

Placement of new or revised courses into one or more of the general education areas is formalized by the CRC as part of the course approval process. To place a course in one of the general education areas, faculty members submit a form to the CRC with the new or revised course outline attached, justifying the placement in a specific category. The Curriculum Manual provides instructions and process information for the placement of courses in the general education component, but criteria for approval of such a request are not described in the manual (Ref. 4.8).

The Articulation Officer reviews the request and makes a recommendation to the CRC to approve or not approve the requested placement. Deliberation and placement is guided by the State Chancellor's Office, Title 5, and whether a particular course is judged to be equivalent in rigor, course content, and format to a similar course being taught in the UC and California State University (CSU) systems. Academic standards used by UC and CSU dictate both transferability and placement in the required area.

Recently, GAP adopted and distributed copies of the updated mission statement and core values to the College community reaffirming the educational philosophy of the College. The departments, the CRC, and the institution at large are significantly involved in the development, self evaluation, and approval of curriculum.

Planning Agenda

None.

4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

The general education requirements for an associate degree are divided into six major areas, including the process area (communication, problem solving and value clarification) and five content areas (language/rationality, natural sciences, humanities,

social/behavioral sciences, and life long learning). The six areas and the rationale for placement of courses into the areas are delineated in the catalog.

The general education courses encourage students to develop the intellectual skills and attitudes that will facilitate their development as effective learners and citizens. Each associate degree level course approved by the CRC includes information that demonstrates how the course content assists students in acquiring writing and critical thinking skills. In addition, when the general education pattern was created, the faculty decided to have a cultural pluralism component addressed in each course rather than requiring students to take a separate course specifically on cultural pluralism. Consequently, every course outline must also specify how the faculty in the discipline anticipate that the criteria will be met.

Self Evaluation

Any revisions to approved courses must be resubmitted to the CRC. Mission has not, however, systematically examined the effectiveness of its requirements for general education, nor has it reviewed the comprehensiveness of its requirements to determine if they need modification. During 2001-02, a college-wide discussion will be initiated by the Academic Senate to evaluate the College's graduation requirements. The College will be evaluating total units required within each area as well as the possible inclusion of other requirements, such as oral communication, information technology, service learning, and physical education. In an on-going effort to strengthen the cultural pluralism component required in individual courses, the CRC no longer accepts a response of "does not apply" under the heading, Cultural Pluralism. Thus, each course must clearly demonstrate how it meets the cultural pluralism element in the course outline before it is approved.

Planning Agenda

None.

4C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

The different areas of the general education requirements help students to:

- Send and receive information in a variety of modes, within a variety of settings, and for a variety of purposes;
- Analyze a variety of problems, select or create solutions to the problems, and implement the solutions;

- Demonstrate an understanding of the methods by which problems may be investigated;
- Identify their personal values and the personal values of others; and
- Understand how personal values develop and analyze the implications of decisions made on the basis of these values.

The curriculum process requires that each course outline provide examples of how the content contributes to the students' competence in writing and critical thinking. These areas are also addressed in Area A, Language and Rationality. Students are required to take at least three units in English composition. To satisfy the requirements for the other three units, however, students may choose between oral communication, philosophy, math, ESL, English, and foreign language courses. There is no requirement that students complete an oral communication course for graduation although students must be able to demonstrate proficiency in reading, writing, and mathematics to graduate with an associate degree. All of the requirements for general education and expectations of graduates are outlined in the College catalog.

Self Evaluation

Mission provides curriculum that enables students to gain competence in oral and written communication, scientific and quantitative reasoning, critical analysis, and logical thinking. A wide variety of courses are available in order to allow students to select those that are the most appropriate for their educational goals and at the same time meet their general education requirements.

During the planning retreat for the E&FMP in October 2000, faculty indicated that they would like to review the College's general education requirements. Consequently, the Academic Senate will be initiating discussion on graduation requirements during 2001-02. Additional impetus for examining the general education requirements is supplied by colleges and universities that have established requirements for courses in critical thinking and oral communication. Although Mission requires that critical thinking be incorporated across the curriculum, that may not be as effective as a specific course of study of the critical thinking process. The College also does not require computer literacy, which many feel is a minimum skill necessary for success.

Mission offers a variety of transfer and vocational education courses that provide additional opportunities for students to develop and demonstrate competence in communications and quantitative skills, critical analysis of data, and critical thinking.

Planning Agenda

None.

4D. Curriculum and Instruction

4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The voting membership of the CRC, a standing committee of the Academic Senate, consists of representatives from each division and the Vice President of Instruction. It approves all new curricula including courses, certificates, and degrees. The Academic Senate approves all new programs.

Mission evaluates its educational programs through the state-mandated instructional program review process at five-year intervals. Program review is a collaborative effort, with faculty at the center. Each review consists of four sections and related appendices.

The validation committee consists of three members: a program committee member, a department-nominated and elected member from the faculty currently under review, and a division chair. The Vice President of Instruction also participates in the ongoing evaluation and modification of educational programs and courses. After acceptance by the Academic Senate, the College President presents the finalized review to the Board of Trustees.

Self Evaluation

Precisely because both the Program Review Committee and the CRC are faculty-centered bodies, the central role of faculty in the development, approval, and review of curriculum is assured. Program evaluation was also recently integrated into the overall institutional evaluation plan through the E&FMP. Every program conducted its own assessment and created a master plan "concept paper." GAP, a committee in which faculty are well represented, evaluated each plan and created a matrix that is now being used to guide both new planning and the allocation of resources at the college level.

Planning Agenda

None.

4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

The CRC ensures the quality of instruction by requiring courses to have a high degree of intellectual integrity and rigor in order to receive approval. The College and District also maintain high standards through formal processes, such as hiring policies that include equivalency verification, regular faculty evaluations, and program reviews. Examples of committees that support academic excellence include the CRC, the PGC, the Academic Senate, the IAT, and GAP.

Formal District and College policies are further strengthened by course outlines that meet Title 5 guidelines and by class syllabi. The departments control off-campus course content. They use the same course outlines for credit courses in Contract Education as they do for on-campus courses. Distance learning courses not only use the same course outlines but, in accordance with best practice, provide addenda to their courses that clearly state how the same rigor will be ensured and what the faculty member will do to assure meaningful contact with students.

Self Evaluation

The Division Chair Council (DCC) and the Academic Senate work cooperatively to prioritize the allocation of new faculty positions. A significant challenge to the allocation of College resources is the recent growth of new technology courses and programs. While these changes are congruent with the institution's mission and goals, they also create challenges for an institution that has fiscal needs that regularly exceed available resources.

Planning Agenda

None.

4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

Every department and course outline identifies the desired outcomes for students taking a specific course or program. In addition, both course outlines and instructors' syllabi describe the process used to evaluate student learning and award credit. The CRC assesses courses for content level and rigor and ensures that the proposed grading system

is both clearly stated in the course outline and meets the norm for similar courses in surrounding community colleges and four-year institutions.

All course outlines are kept on file in the Office of Instruction. Course syllabi that delineate the requirements, student evaluation, grading policy, and learning outcomes of the course are distributed to students at the first or second class meeting. Copies of these course syllabi are kept in each division office. The grading system is published regularly in both the catalog and the schedule of classes. For 2000-01, they are found on pages 189 and 190 of the catalog and on page 118 of the fall 2000 class schedule. Although objectives for individual courses are not delineated in the College catalog, the general objectives and desired learning outcomes for students completing a program or sequence of courses is printed for each discipline.

Departments review course outlines during the program review process. This ensures the currency of the course content and also provides faculty the opportunity to re-evaluate the level of rigor and content of courses and programs that are offered. Each department is responsible for establishing the grading policies to be used for courses in the discipline.

Self Evaluation

The Office of Instruction and the CRC have recently improved procedures for ensuring that all outlines are on file and available. The division offices maintain syllabi for current courses each semester so that copies can be provided to interested parties upon request. Individual copies of instructors' syllabi are distributed to students enrolled in each section since they provide more detail for students than is available in the usual course outline. Course outlines are also given to each new full-time or associate faculty members assigned to teach a particular course to ensure consistency in content and rigor. In addition, associate faculty members are invited to attend and participate in department meetings, which assists in communicating expectations of the department regarding learning outcomes.

Planning Agenda

None.

4D.4 **The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.**

Descriptive Summary

The College catalog clearly states the transfer and credit policies that are implemented by the Admissions and Records Office (A&R). Students are able to fulfill the requirements for transferring to a four-year institution including any CSU or any campus in the UC system.

The College has both a Tech Prep Officer and an Articulation Officer who work with high schools and four-year institutions respectively to articulate the courses and programs developed at Mission with similar courses and programs at other institutions. Several courses have been articulated in a Tech Prep 2+2 program between local high schools and the College. In addition, Mission College currently has articulated "Transfer Admission Agreements" (TAA's) with various UC campuses (UC Davis, Santa Cruz, and Riverside), CSU campuses (CSU Monterey Bay and San Jose State), and private universities (Santa Clara University). Agreements are developed by the Tech Prep and Articulation Officers in conjunction with the faculty of the discipline(s) involved. Once established, agreements are maintained in A&R, Counseling, and Workforce Development. A&R implements College procedures for students transferring into or out of Mission College. Students wishing to apply credits earned at other institutions toward their academic progress at Mission must have certified copies of their transcripts evaluated by A&R. Unless agreements are already on file indicating that a particular course or program of study is equivalent to existing curricula at Mission, the discipline faculty review the information for the quality of instruction, rigor, and objectives to be achieved. Credits are not accepted from non-accredited institutions.

Current, detailed information regarding transfer requirements is located in the Counseling/Transfer Center, where there is a collection of college and university catalogs from across the country. The center also maintains and provides "transfer sheets" and "major sheets" which summarize current course and major requirements of various local colleges and universities. Additional transfer information as well as applications to most four-year institutions in California can be obtained from the Counseling/Transfer Center.

Self Evaluation

Mission offers courses similar to those offered in the lower division of four-year universities and colleges. In the past four years, the number of Tech Prep agreements with local high schools has increased substantially. In addition, the provision of some hourly assistance for the College's Articulation Officer has enabled him to devote more time to interacting with other colleges and universities. As a consequence, the number of TAA's has also increased.

The College has repeatedly considered the daunting task of re-numbering courses to fit the CAN numbering system, making more of Mission's courses easily recognized for articulation purposes.

Planning Agenda

None.

4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

The College was founded on the principles that students learn in diverse ways, and that, to ensure learning, instructors teach in a variety of modes. Consequently, although most instructors utilize the traditional lecture mode, they also offer content by a number of different delivery systems. The Mission Core Values and Goals document affirms the College's dedication to addressing varied learning styles in several of the core values under "Teaching and Learning," but especially expresses it in 2.2, "Create a teaching environment that recognizes and responds to diverse learning styles and needs."

Modes of instruction are designed to meet the needs of our non-traditional, at-risk student population. The majority of instructors utilize small group discussion, panels, field trips, and guest lectures to increase student interest and involvement in the course content. In addition, most provide information visually (e.g., using videos, Internet, teleconferencing, and films) to supplement the usual auditory presentation of materials. Written content is offered in all courses either through textbooks or handouts and other reference materials.

For those students needing additional assistance in learning, Mission's one-on-one tutoring/mentoring labs (e.g., Math Lab, Foreign Language Lab, LATC) provide a more individualized approach to learning. Course packaging includes full semester, short courses, accelerated courses, and, on occasion, independent learning courses. Evening classes are constrained mostly by space as the College continues to expand its offerings. Weekend College, including Sundays, is also thriving. Corporate training and partnerships with industry are an energetic and growing component of Mission's offerings. Likewise, Community Education offers a variety of courses both on and off-campus.

There are traditional general education courses and a large number of certificate and vocational programs that use both traditional and new technology methods. The skills labs throughout the College, such as those for Nursing, Hospitality Management, Drafting, Computer Applications, Music, Physical Education, and Multimedia, may be limited in space but provide students with state-of-the-art equipment enabling them to practice and upgrade their skills.

The College is offering an increasing number of teleconference and distance learning courses, but the face-to face classroom setting is still the more common means of delivering curriculum to students and serves many students well. However, assisted by

funding from grant projects such as Title 3 (1994-99) and other State projects, including TTIP, Partnership for Excellence, and a grant from the Packard Foundation, the College has incorporated technology into both its instructional programs and the information systems that support instruction. The addition of a Dean of Technology and Distance Learning has had a major impact on the College's ability to be more responsive to the digital needs of its surrounding community. A majority of faculty either require students to access information and complete assignments on computers, or they use computer-based or computer-enhanced instruction to deliver content.

Self Evaluation

Meeting student needs for education and training has held primacy since the College was founded. Nowhere is this philosophy more evident than in the wide variety and creative array of methods used by faculty to teach students. Given the scarcity of adequate instructional space at Mission and the steady enrollment growth in almost all areas, instructors have had to develop many ways to provide material and assist students in meeting their goals. Subsequently, technology has been an advantage to both students and faculty. In accordance with the E&FMP, the trend toward technology-enhanced teaching methodology is expected to continue. It serves Mission's non-traditional, work-oriented student population well and provides learning options for students who come from different cultures and have varied learning styles.

Mission is responding well to the needs of its surrounding community both by increasing the number of its technology programs and by creating a more up-to-date technological infrastructure. The ratio of computers to students at the College is higher than the state-recommended ratio. In 1997, Mission was named the third "most wired" community college by Yahoo magazine. This growth of technology is in constant tension with the desire to maintain balance in course offerings and to appropriately allocate resources to meet the comprehensive needs of a community college.

The College attracts many creative faculty and staff who continually look for ways to match the desire of students to upgrade or learn new skills for work and the institution's need to prepare students for living in the world at large. Many disciplines are working together using interdisciplinary methods. A good example of a project that meets the needs of both students and industry is the teaming of ESL with the teaching of Computer Electronics Technology (CET) classes. Created in response to industry's request for students with better English language and communication skills, students have graduated from the program with improved communication skills and better performance in the work environment. Additional examples of the use of interdisciplinary instructional methods are in the linking of math, English, or ESL with counseling, humanities, or reading.

Planning Agenda

None.

4D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or non-traditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary

All courses, credit and non-credit, and programs are created and approved by a process developed by the CRC, an Academic Senate subcommittee. Contract Education does not develop the courses they offer but uses Mission courses already approved via the established processes. Community Education classes are generally not offered for credit and therefore do not go through the curriculum review process. Although individual departments have slightly different procedures for evaluating new courses and programs on a semester or yearly basis, all are evaluated as part of the College's program review process according to a regular cycle. The Vice President of Instruction participates as a voting member of the CRC so that all courses and programs are administered to meet the needs of the institution.

The CRC reviewed its procedure manual two years ago, updating the forms and directions for their completion. At the same time, the committee created a new course outline supplement for distance learning courses and recommended that all distance learning classes be re-evaluated in light of the new guidelines. The new manual was printed and distributed to every department and division.

Several years ago, the College implemented a new cycle for program review for instructional programs. The cycle requires a full review by each department every five years with annual updates if the department requests additional resources such as faculty, budget, or equipment. In the sixth year, no program reviews are scheduled so that all programs may fully participate in completing the self-study for the College's accreditation.

Self Evaluation

The process for reviewing credit courses works well. The CRC reviews all courses no matter where or by what delivery system they are offered. It does not, however, approve not-for-credit courses offered through Community or Contract Education. All divisions were notified in 1999 that they needed to have department faculty review and update their course outlines on file in the Office of Instruction. They began doing so last year and plan to continue and complete the process this year. This review process also requires that all previously approved distance learning courses update information using the newly developed outline. The technology committee is working with the authors of those courses to ensure that the new guidelines are followed.

Currently, all credit programs are subject to the program review process, although in the past two years a number of programs have delayed completing it. Unfortunately, although all the governance groups of the College approved the process, the procedures for allocating new resources (except for new full-time faculty positions) have not been modified for requests to be considered in light of a department's program review data. Consequently, this link between planning and resource allocation is not as consistent as it should be. The College is working to establish closer ties between program review and resources allocation so that resource allocation provides additional incentives for delinquent departments to complete their review processes in a timely manner.

Planning Agenda

None.

4D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Learning.

Descriptive Summary

Mission has a history of diversifying instruction by actively pursuing distance education, and the curricula comply with applicable principles of good practice for offering content via distance learning. The distance learning course outline developed two years ago by the CRC has been used as a statewide model by the Academic Senate as an example of "good practice" for obtaining appropriate information for course approval.

The faculty members of the College have taken advantage of various staff development programs and of grants from both the public and private sectors to become familiar with the concept of distance education and the pedagogical implications of offering such courses. Several members have developed courses that provide content by television, on-line, or a combination of both. At this time, the College can offer students the option of obtaining an A.A. degree using only distance learning courses although choices of courses in some categories are limited. In the near future, the College plans to offer additional courses and degrees online within certain departments.

Self Evaluation

Mission has been an exemplary institution in its development of technology. Many students attending the College frequently request sections that are offered via distance learning. In particular, television-based courses often have very large enrollments. This can be partially explained by the location of the College in the middle of Silicon Valley and the digital competency of potential students who expect the College to offer courses through distance learning. Another way of interpreting this student expectation is that there is a greater need for distance learning courses within Mission's particular student

population that is composed primarily of working adults who are highly mobile. Many local manufacturing businesses operate on a 24-hour schedule, so students may not have fixed and predictable work schedules.

The College has strong, industry-based technology programs that have attracted high-quality faculty members, many of whom teach part-time for Mission while continuing to hold a regular job in one of the high-tech corporations surrounding the College. Each department maintains rigorous standards and quality teaching in its distance learning courses. These standards are carefully reviewed by the appropriate department, the division, and the CRC, using the guidelines officially recognized by the California State Academic Senate, the District, and the Mission Academic Senate. Standards include maintaining "regular and effective contact" with students throughout the semester. Students are invited to offer feedback through surveys designed to measure their learning experiences in the distance learning format.

Planning Agenda

None.

4D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary

At this time, Mission does not offer curricula in foreign locations to non-U.S. nationals.

Self Evaluation

Not applicable.

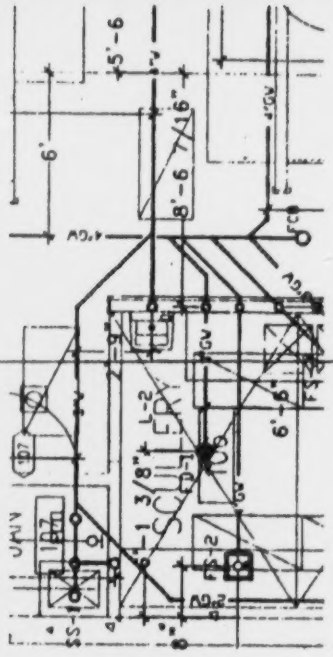
Planning Agenda

Not applicable.

References

4.1 Mission College Core Values and Goals, 2000-03
4.2 Student Assessment of the College Environment (SACE) Survey
4.3 Certificate and A.S. Degree Trend of Sections Offered
4.4 Early Progress Report System Letter
4.5 Student Notification Letter
4.6 Mission College Student Success Seminars
4.7 Mission College Catalog, 2000-01
4.8 Curriculum Review Committee Manual

Standard 5



Standard Five - Student Support and Development

Co-Chairs	Diane Lamkin and Dan Matarangas	
Members	Rosalyn Chan	Student Development - Health Center
	Jonathan Brennan	Communication - English
	Linda Cochran	Student Development - Child Development
	Yolanda Coleman	Student Development - Counseling
	Susan Monahan	Classified

STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

Descriptive Summary

Mission believes in providing opportunities for lifelong learning to its varied community populations by being an open-access institution. To meet this goal, the College addresses the needs of students who have diverse academic and cultural backgrounds, different learning styles, demanding schedules, and work and family responsibilities. Admissions policies and practices, approved by the Board of Trustees, are therefore established to meet the needs of the population Mission serves and to be consistent with the mission of the College.

Admission policies and procedures, along with the College mission statement and philosophy, are printed in the College catalog. Eligibility requirements for California residents are outlined, along with detailed requirements for out-of-state residents, international students, and veterans. A section on special admission of high school students contains information on how high school students may take college courses to supplement their educational programs. Other programs with special enrollment procedures or admissions requirements include Military Science, Psychiatric Technician, and Vocational Nursing. They either list these requirements in the catalog or provide details in the catalog on where to obtain more specific information.

The catalog also details the academic skills assessment and the orientation processes. The Matriculation Plan, outlined in the catalog and the student orientation handbook, lists the support services available to students. Students with a physical, hearing, or learning disability are referred to the Disability Instructional Support Center (DISC) for academic skills assessment.

Three times per year, the College publishes the schedule of classes, which includes updated information on admissions policies, skills assessment, and orientation. In addition, the Mission Infoline (described in the schedule) provides information via phone messages on topics related to admissions and records, as well as various programs at the College.

The admissions and registration process offers registration by mail, by telephone, and through the District's Web site (for fall and spring terms), as well as in-person registration (during day and evening) for all terms. Procedures and dates for each type of registration are available in the schedule of classes. Special group registration is available for students in programs such as DISC, Extended Opportunity Programs and Services (EOPS), and CalWORKS.

Self Evaluation

The catalog is reviewed and revised every year to assure that it is current; the schedule three times a year. This process requires the cooperation of many departments, both academic and non-academic, so that it is as accurate as possible. Based on the results of the fall 2000 Student Assessment of the College Environment (SACE) survey (Ref. 5.1), students view both the catalog and schedule of classes as clear, easy to use, and accurate (Refs. 5.2 and 5.3). However, errors do occur and an efficient process to inform the student community needs to be in place.

Changes in the admissions and registration process at Mission have been made to streamline the process of enrolling in classes. "Tel-Reg" by telephone and "Web-Reg" through the District's Web site have made the admissions and registration process more accessible. Student surveys show less satisfaction with the Web site than with the catalog and schedule of classes.

Information is being disseminated to students more accurately due to better customer service training for front-desk personnel in the Admissions and Records Office (A&R), as well as having consistent, written policies (Refs. 5.4 and 5.5). Student surveys, however, show room for improvement in the helpfulness of the support services personnel.

The College has begun using the new administrative software system (Datatel), which will further streamline the admission and registration process by integrating all databases across the District and among departments at the College (e.g., A&R, Financial Aid, and Student Services).

In general, the students' perception of the quality of admissions, orientation, records and registration services shows satisfaction with these services.

Planning Agenda

None.

5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Descriptive Summary

The College values the importance of providing accurate information about all of its programs and policies to its students. There are five main vehicles to disseminate this information. These include the College catalog, the schedule of classes, the Web site (which includes online access to the College catalog and schedule of classes) (Ref. 5.6), the Infoline, an automated telephone information system (Ref. 5.7), and the orientation handbook (Ref. 5.8).

College catalogs and schedules of classes are available for purchase at the College bookstore. Schedules of classes are available on campus in racks and are also sold at various merchants throughout Santa Clara County. These locations are publicized on Mission's Web site. Before the beginning of each semester, schedules are also mailed to continuing students and to those who were enrolled in the two prior semesters. Infoline, the automated telephone information system, provides recorded information on student services and important health topics. A list of topics is provided in the schedule of classes and in a brochure.

The Counseling Department has an outreach program to local high schools. During these visits, schedules of classes, the orientation handbook, and other information are available free to prospective students. During onsite orientations, the Counseling staff has these items on hand for students to peruse.

Counseling also provides information to students via various new student orientations held at the College. These orientations can be general in nature or targeted for more specific programs. During orientations, students are informed of programs, admissions and records policies, and other pertinent information, and they are given paperwork and details on how to proceed through the matriculation process. The Counseling staff also publishes a newsletter four times a year called Counseling Connections, which contains articles on transferring to the University of California (UC) and State University (CSU) systems, financial aid, and other news items of value to students (Ref. 5.9).

In addition, there are many other fliers and brochures available on specific academic programs, campus activities, and student services available throughout the campus, in Counseling, and on bulletin boards.

Detailed behavioral standards are outlined in the Code of Student Conduct in the College catalog, on Infoline, in the District Policy Manual (Ref. 5.10), and in the Faculty Handbook (Ref. 5.11). In addition, individual instructors' policies on student conduct are included in their course syllabi. Grievance and complaint procedures are available in the schedule of classes, the catalog, on Infoline, in the District Policy Manual, and in the Faculty Handbook. There is a formalized process in place to resolve conflicts, preferably at the lowest possible level.

If a student believes that a faculty or staff member has violated College rules, policies, procedures, or other local, State, or Federal laws, the student may file a grievance with the Vice President of Student Services within ten days of the occurrence. These grievances could be of an academic nature or of a general nature. The final appeal after the process has been exhausted may be made to the Board of Trustees, whose decision will be the final step of the grievance process.

Conversely, if faculty or staff believe that a student has violated a provision of the student conduct standards, disciplinary proceedings will be initiated. The specifics of both grievance processes are outlined in the Faculty Handbook, Section 6, pages 11-13. Currently, the Board is reviewing the student conduct standards as part of a review of all District policies.

Self Evaluation

Mission is using a number of effective vehicles for disseminating information to its students regarding its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. Information is clear, concise, and abundant. The Web site is becoming more and more robust and easier to use since an official Webmaster has been employed.

According to the SACE survey, students felt quite satisfied with information resources. On a scale of 0 to 5, the students felt that:

- The catalog is easy to understand (3.96);
- The information it contains is accurate (3.91);
- The schedule of classes is clear and easy to use (4.08);
- The information in the schedule of classes is accurate (4.01);
- The Web site is clear and easy to understand (3.68); and
- The information on the Web site is accurate (3.75).

However, information needs to be standardized in content. For example, there is different information regarding admissions policies in the schedule of classes and the catalog. Also, the Code of Student Conduct is only easily available to students in the catalog and on Infoline.

Although the Faculty Handbook indicates that "green sheets" or syllabi include individual statements on student conduct, and it is part of the faculty evaluation process, it is sporadically included.

Planning Agenda

None.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College recognizes the value of providing educational support services to meet the diverse needs of its students. These needs are identified through the admissions process, assessment testing, orientation sessions, individual counseling appointments, and appropriate referrals by faculty and staff.

Faculty and staff referrals are a key intervention resource. In 1998, Mission developed a Student Referral Handbook to help systematize the referral process (Ref. 5.12). The handbooks are available in all division offices and student service areas. They contain simple, bulleted lists of services as well as tear-out referral forms that tell students exactly where to go for information. Sections of the handbook include information on A&R, the Health Center, Child Care, DISC, Police, EOPS, Financial Aid, Job Placement, Associated Student Body (ASB), Counseling, Career Transfer, the Library, ESL, Math, Tutorial, Reading, and English.

Providing information in multiple ways through a variety of sources is especially important because of Mission's diverse student body. According to enrollment statistics, Mission enrolls approximately 10,000 students per semester. The average Mission student is 28 years old, lives in Santa Clara County, and is taking six units each semester. Further, 76 percent classify themselves as "ethnic minority," 27 percent classify themselves as low-income, 87 percent are first-generation college students, 46 percent are non-native English speakers, two percent have some form of physical or learning disability, and seven percent place in basic skills English and/or math courses.

Services designed to meet the various needs of Mission's students are provided through the Office of Student Services. Each service conducts regular staff meetings and engages in training and other staff development activities.

A steering committee of faculty, staff, administrators, and students coordinates the College's Matriculation Plan (Ref. 5.13). The Matriculation Plan consists of inter-dependent components that include admissions, orientation, assessment, counseling, student progress follow-up, coordination and training, and institutional research. A subcommittee, the Student Success Committee, has been formed to address the retention component of matriculation by providing early alert intervention services and probation follow-up services to students experiencing difficulty.

The Admissions and Records Office provides admissions, registration, records evaluation, graduation evaluation, transcript services, and general education certification for students. The Veterans Affairs Office is also housed in A&R and provides assistance and information on eligibility procedures and guidelines.

The Student Development Division is made up of Counseling; EOPS/CARE (Cooperative Agencies Resources for Education); ACCESS; Math, Engineering, and Science Advancement (MESA); DISC; the Child Development Center; the Career/Transfer Center; the Student Health Center; and the ASB. Full and part-time counselors staff the Counseling Center and provide drop-in and appointment services to students. Counselors provide academic, personal, and career counseling, lead orientation sessions, teach classes, serve on various campus committees, and provide evening and weekend counseling services. Some counselors provide targeted services to international students, student athletes, and participants in the various programs offered, as briefly described below.

The EOPS, CARE, ACCESS, and MESA programs all provide support services for various underrepresented groups. DISC offers support services for students with disabilities.

The Child Development Center is staffed with fully qualified teachers in early childhood education and offers partial and full cost subsidization if students are able to demonstrate need for assistance. Services are provided between 7:30 a.m. and 6:00 p.m.. The Career/Transfer Center provides students with the resources needed to clarify educational goals and research career possibilities. The Student Health Center gives students wellness, illness, and injury care to facilitate academic success.

The Career Resources Network (CRN) has several programs serving different student populations. The students currently served are those who meet the following criteria: students receiving AFDC (Aid to Families with Dependent Children) or TANF cash aid, CalWORKs participants, single parents, and head of household students enrolled in the Licensed Vocational Nurse (LVN) or Psychiatric Technician programs.

The Financial Aid Office processes applications and monitors an array of Federal, State, and local financial aid programs including grants, scholarships, and Work-Study opportunities. The Job Placement Center lists off-campus, on-campus, full and part-time employment opportunities, conducts job search workshops, and offers on-campus employer recruitment throughout the semester.

The Learning Assistance and Tutorial Center (LATC) and Pass the Torch are two other programs that offer services to a broader base of students. The LATC is open to all students and offers self-paced study, small-group interaction, and/or an adjunct lab along with various classes. The LATC also organizes tutoring in a wide range of subject areas. Pass the Torch is a grant-funded peer mentoring and tutoring program. The program matches students enrolled in English, reading, ESL, and math or science courses with mentors who have already successfully completed those classes.
In addition to the established support programs on campus, several College community members have come together to organize a Student Services Fair. This festive event is held each semester and gives all student services, programs, clubs, and organizations an

opportunity to be visible, to recruit potential students, and to showcase their services. This event has been well received by students, faculty, and staff.

Self Evaluation

Through assessment testing, orientation sessions, drop-in counseling, and individual counseling appointments, Mission College does a good job of identifying the educational support needs of its student population. Partnership for Excellence funds targeted improvement in the delivery of student services. In addition, the development of the Student Referral Handbook in 1998 focused specifically on the improvement of communication about student services, especially direct faculty and staff to student referrals.

Nonetheless, discussions regarding ways to improve service delivery are ongoing. Continuing efforts focus on referring students to the appropriate services in a timely manner.

Planning Agenda

None.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

The College actively seeks and encourages student involvement in institutional governance. Students participate in College governance in several ways. They sit on a number of College committees, including the Governance and Planning Council (GAP), and they participate in faculty hiring. Students were also politically active in procuring funds for the Campus Center and were very involved in the architectural design of the building. A student trustee is elected by each College to sit on the Board of Trustees as a paid member who has an advisory vote.

The College, on a regular schedule, conducts student evaluations of teaching faculty members. In addition, students are involved with the evaluations that are conducted in EOPS on an ongoing basis as well as through periodic surveys and exit interviews.

Self Evaluation

It would be advantageous to have more student participation on committees, but many of Mission's students work and have family obligations, making additional commitments difficult. There are more requests and positions for students on committees than there are volunteers to fill them.

There are other programs and services that could benefit from student evaluations if they could be done in a non-threatening manner.

Planning Agenda

None.

5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.

Descriptive Summary

The College places a high value on ensuring equal access and gender equity in all policies and practices. College documents and policies were examined to determine if there was any bias evident in admissions and records forms and procedures, assessment instruments used to assess student skills, or placement practices that may track protected groups into specific courses because of race, cultural differences, age, gender, or disability.

The Admissions and Records Office reviews admissions forms on a regular basis to screen for bias or indications of preferential treatment.

The Office of Institutional Research (OIR) validates placement instruments in accordance with State regulations. The following approved placement tests are in use at Mission College:

- The College Board Descriptive Test of Language Skills (DTLS) Conventions of Written English (English);
- The College Board DTLS-Reading (Reading);
- The College Board DTMS Math (Math); and
- The Combined English Language Skills Assessment (CELSA) (ESL).

The OIR and the ESL Department have completed the validation process of interrater reliability of the new ESL writing sample placement tool. The writing sample is now being used in conjunction with the CELSA for initial placement into ESL courses.

All four of the placement tests currently being used appear on the list of State approved assessment tests. The test manufacturers performed the validation studies necessary to ensure that the tests meet the State's standards for cultural bias. In compliance with State regulations, the OIR performs necessary local validation to ensure the accuracy of placement test cut scores and to determine whether and why a disproportionate impact may exist.

Self Evaluation

Procedures for minimizing bias and ensuring accurate placement are in place and effective. However, the procedures need to be evaluated and updated regularly.

Mission is currently in compliance with State laws regarding assessment but recognizes that "revalidation" activities for the three College Board tests must take place during the upcoming year.

Planning Agenda

None.

5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Descriptive Summary

Mission is committed to providing quality service to all of its students, both traditional and non-traditional. All services and programs are designed to assist, guide, develop, support, retain, and encourage students in the pursuit of their educational and career goals. Additionally, instructional support is provided via orientations, assessment testing, progress reporting, learning assistance labs, tutoring, the library and instructional materials collections, and other specialized programs. All of this support helps students successfully matriculate. The College strives to be user friendly and easily accessible to all students.

A number of student services can be accessed by telephone or via the Web site. Students can complete and submit a change of address request, register for classes, and check grades by visiting the Web site. They may also register for classes over the telephone through Tel-Reg. Students can access pre-recorded health and student services information over the telephone by calling the InfoLine.

On the Web site, students can get updates on activities and deadlines and can download applications for selected special programs such as EOPS and ACCESS. Students and alumni can secure employment leads by accessing JobTrak on the Career Placement Center page of the Web site. An electronic newsletter is also available.

All student services offices are open four nights a week until 7:00 p.m. Student services offices that have the largest student needs, A&R, Counseling, and Financial Aid, are open late on Fridays and until 2:00 p.m. on Saturdays.

Self Evaluation

Heavy emphasis is placed upon the comprehensiveness of services provided at the College. Mission does an outstanding job in delivering appropriate, reliable services that address a myriad of student needs. However, there are some programs where activities overlap. Better coordination between offices would avoid duplication of services and redirect resources where they are needed most.

All student services programs have a page on the Mission Web site that describes their offerings in detail. This is an effective vehicle for keeping current students informed, and a strategic marketing tool for attracting new students to enroll. The challenge is to keep the information on the Web site updated. The recent hiring of a Webmaster should assist significantly in this endeavor.

Planning Agenda

- Opportunities for students to receive services and interact with faculty and staff via the Internet should be expanded.

5.7 The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.

Descriptive Summary

The College prides itself in serving a diverse population of students. This diversity, which has become a trademark of the College, enriches campus life through the intermingling of cultures, sharing of experiences, and acknowledgement of different views and perspectives. Mission strives to actively pursue opportunities that contribute not only to the College's diversity but also to the overall racial balance in higher education. Through targeted outreach and recruitment efforts, the College encourages the enrollment of historically underrepresented student groups.

Self Evaluation

The ASB governing organization is an important component of campus life that contributes to the personal development of students. The ASB directs its efforts at promoting self government, leadership, and scholarship, and it further asserts its involvement in College policy-making through representation on various councils, committees, and boards.

Organizations that are currently active include: Asian American Association, Black Student Union, Chinese Student Association, Christian Club, Environmental Awareness Association, Filipino Student Union, International Student Union, Latinos Unidos,

Martial Arts Club, Muslim Student Association, Native American Association, Social Dance Club, and the Vietnamese Student Association.

At first glance, this description may appear to reflect widespread campus involvement by Mission students. The reality is that the College sometimes experiences difficulty in identifying students willing to serve in student leadership capacities. In addition, several clubs have only a few core members who regularly participate in activities. As the physical development of the campus continues and new athletics programs draw more and younger students, it is expected that this trend will begin to reverse itself.

The information desk in the main lobby displays cultural and student club activitiy information as do the newly created display boards located in each of the second floor wings.

The Student Development Division is very active in promoting its programs and services. Students have easy access to these services because of the physical layout of the campus. A Student Services Fair is held to enable students and the campus community to become more familiar with the College services and opportunities available to them. This is a very successful and informative event.

Designated College staff and programs provide high quality but limited outreach and recruitment in the community. Better coordination and expansion of these activities will occur next year with the increased outreach staffing recently budgeted.

Planning Agenda

None.

5.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

Students attending Mission represent a richness of culture and diversity. This richness provides the College with opportunities to foster and encourage co-curricular activities that support personal growth as well as civic responsibility. As the College moves into developing a service learning component, it will further expand opportunities for relevant and meaningful contributions to the community.

Mission provides multiple opportunities for students and faculty to enhance intellectual, ethical, and personal development.

- Student volunteer activities include an annual food drive, blood drive, and adopt-a-family assistance at holiday time.

- An annual Art and Wine Festival Booth is staffed by students and faculty to provide information to the community on College services and events available to the community.

- The music department performs a number of free concerts both on and off-campus each year.

- ASB provides gifts and develops activities for the children served at the campus Child Development Center.

- An annual Health Fair distributes up-to-date information on relevant health concerns as well as providing free screening for blood glucose, blood pressure, glaucoma, hearing, height and weight, body fat analysis, AIDS, and vision. All student services programs support booths at the fair to provide information, answer questions, and offer students the opportunity to participate in on-campus programs and services. Community agency participation includes Santa Clara County Health Department, NCAKK, American Lung Association, NA, Lions Club, Al-Anon, and others.

- Staff development activities are provided on a consistent basis to assist faculty to better serve diverse student needs. For example, workshops on how to assist non-native speakers in the classroom have been provided.

- Through the Teacher Reading and Development Project grant from the State Chancellor's Office, the College will place reading tutors in elementary school classrooms to assist teaching staff in helping children who struggle with reading skills.

- Student internships through the Valdez Institute offer the opportunity for students to utilize their math skills as well as teaching and mentoring skills.

- Brown bag workshops on parenting issues are offered for students to support their personal responsibility to family.

- International Student Fairs are held to reflect and celebrate the diversity of the student population and enhance awareness. The community is invited.

- Monthly recruiting from local four-year campuses is held, including San Jose State University, UC Berkeley, and UC Santa Cruz.

- College Fairs are offered two times a year, one in the fall and one in the spring. They provide comprehensive opportunities for Mission students to meet with four-year institution admissions officers and evaluate majors, scholarships, and financial aid available for transfer students. The spring event hosts over 150 four-year institutions at Mission. This is the largest event of its type in the South Bay.

- An annual Job Fair is hosted by Job Placement, Work Experience, CalWORKs, and the Career/Transfer Center. The event brings over 50 local employers to meet Mission students. This is instrumental in offering new job opportunities for our students.

- Job Placement hosts companies who come to campus on an ongoing basis to recruit.

- Work Experience offers internships at many local firms.

Students on the Mission campus are actively involved in student government, tutoring at the LATC, student activities through a variety of clubs and service organizations, and institutional governance. A student trustee represents student interests on the Board of Trustees. Students also serve in the Financial Aid Office to assist with completion of forms and applications, and serve as assistants to the teaching staff in the Child Development Center.

Self Evaluation

Mission supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students, and encourages personal and civic responsibility. Support is shown by provision of the events, programs, and services mentioned above. By committing time and resources for participation in community events, the College fulfills its goals of serving a diverse student population in personally meaningful ways. Participation by administrators, faculty, and staff serves as a model of civic responsibility for students and supports the formation of reciprocal relationships between students and staff.

Planning Agenda

None.

5.9 Student Records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary

The College firmly believes that it is important to secure all student records in a permanent and confidential manner. Student records are stored in locked cabinets. Duplicate files that go back five years are stored on the computer. Only designated A&R staff with password privileges may modify or revise student computer records. Current financial aid files are retained in file cabinets in the Financial Aid Office. Confidentiality of student records is maintained, based on FERPA regulations. Records prior to 1996 are now on microfilm and are also kept in a locked file cabinet. A commitment to store student records via digital imaging was made approximately one year ago, a scanner was purchased, and some student records have been put into this system. The District Information Systems (IS) staff backs up the student records system database nightly. Portions of student records are accessible from computers in almost all student service offices, including EOPS, Counseling, and DISC. Personal PIN numbers are now being assigned to students to ensure confidentiality when they access class enrollment or grade information through the Web, campus kiosks, or telephone registration.

Self Evaluation

Space is extremely limited in the A&R and Financial Aid Offices. Both the Interim Dean of Student Support Services and the Supervisor of Admissions and Records lack adequate office space. This does not allow for confidentiality when speaking with students and staff. The Financial Aid Director as well as the Financial Aid Advisors all lack confidential offices. In addition, non-current Financial Aid records are stored in shared spaces along with admissions and student service records in several locations on campus as well as one site off-campus. The E&FMP addresses some of these space issues. The A&R Office will continue the transfer of old records to the digital imaging system.

In-person registration for classes at peak times and the handling of cash takes place in the center space of the building, in the hallway outside A&R. Confidentially of registration transactions as well as the safety and security of the staff and students in this space continues to be challenging given the College's space limitations.

Planning Agenda

None.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

In 2000, the College formed the Student Services Advisory Team (SSAT), composed of representative student development leaders, to advise the Vice President of Student Services on matters of mutual interest and importance.

The Student Development Division and related programs conduct a number of studies to evaluate program effectiveness. The results are then incorporated into future planning efforts.

Examples of current and recently conducted studies include:

- Research completed by the Matriculation Office that validates assessment instruments used to assist the counselors in the orientation and counseling of new students;
- Reports generated by the categorical programs EOPS, DISC, ACCESS, and CalWORKs to determine the effectiveness of the programs and their value to the students who use them;
- The Child Development Program's annual reports to the State;
- Periodic program reviews to study and evaluate student service components;
- Periodic audits of the Financial Aid and A&R Offices for State compliance;
- Patitipation by all components of the Student Development Division in development of the E&FMP; and
- Distribution of an annual student satisfaction survey to randomly selected classes by the OIR.

Self Evaluation

The College implemented a systematic program review process in the early 1990's, which included all of the student support services. After a few years, however, the student services segments postponed their participation while trying to determine a more accurate method of measuring outcomes in the review process. Although the evaluation process has not been satisfactorily completed, the program review process is once again on track. Three student services programs are currently in various stages of completing their review process. Three additional programs will be scheduled for the 2001-02 academic year.

The Student Assessment of the College Environment (SACE) survey is administered to approximately 2,000 students each year. The collected data is used to derive the

recognition, use, and satisfaction rates for 26 individual student and instructional support areas and the satisfaction rates for the matriculation components. The report is forwarded to all of the program directors as well as the Vice Presidents of Instruction and Student Services. While the SACE report continues to provide a longitudinal perspective on how well Mission meets student needs, no formal process has been developed for the use of this information by individual service areas for program improvement. Formalizing this process could strengthen all programs and activities within the division.

Mission has implemented, for some student and instructional support areas, a "bar code" system that facilitates counting student contacts in a particular service area. Data is stored to, and accessed from, a database on the District's Planning and Research Intranet System server. This system, called STAR, has been so successful for those service areas using the system that West Valley College is in the process of implementing its version of the system.

Prior budget cuts drastically reduced staff in Student Development, a change which is slowly being reversed. With the dramatic growth experienced by the College during the past three years, however, resources have been severely taxed and staff members are being asked to take on more and more responsibility.

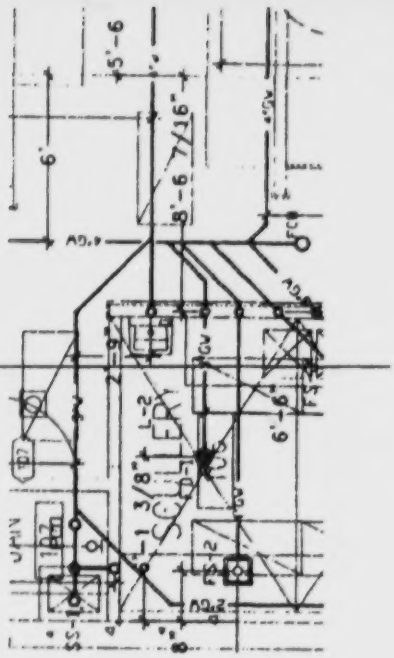
Planning Agenda

None.

References

5.1 Student Assessment of the College Environment (SACE) Survey
5.2 Mission College Catalog, 2000-01
5.3 Schedule of Classes
5.4 Orientation Procedures for Hourly Workers
5.5 Information Letter for Students
5.6 Mission College Web Site
5.7 Mission College Infoline
5.8 Student Orientation Handbook
5.9 Counseling Connections
5.10 District Policy Manual
5.11 Faculty Handbook
5.12 Student Referral Handbook
5.13 Matriculation Plan

Standard 6



Standard Six - Information and Learning Resources

Co-Chairs Marji Knowles and Win Shin Chiang

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	Shawnee Deck	Communications - LATC
	Mina Jahan	Commercial Services - Computer Lab
	Dick Sweetapple	TV/AV

STANDARD SIX: INFORMATION AND LEARNING RESOURCES

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases, and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Descriptive Summary

The majority of information and learning resources at Mission College are available in the following program and service areas:

Library

The Library, completed in May 2001, has 22,500 square feet, doubling the space since the last accreditation. The information and learning resources available to the College community include a printed collection of books, periodicals, and pamphlets; a media collection of CD-ROMs, audio and video materials; and subscriptions to electronic information databases covering all subject areas of the curriculum (Ref. 6.1). The Library has the equipment necessary to access the above information and learning resources (Ref. 6.2). The new library facility makes it possible to integrate previously separated library services and staff functions (e.g., access to information resources in all formats; reference, circulation and technical processing services; research and study facilities; and instruction in effective use of information resources).

Learning Assistance and Tutorial Center (LATC)

The Learning Assistance and Tutorial Center (LATC), formerly called Learning Assistance and Testing Center, has undergone some changes since the last accreditation. Testing is now a separate entity, the LATC has grown in staff and student enrollment, and, as the College's official tutoring center, its services have expanded greatly. Additionally, the method of calculating student use has changed; the Center now counts the number of students enrolled as opposed to the number of times services are provided to students, thereby showing drastically different numbers compared with the last accreditation. Approximately 1200 students per semester use the LATC's tutors, computers, audio and video playback equipment, texts, and group study areas for reading, writing, and ESL conversation.

The LATC's space is shared with the Disability Instructional Support Center (DISC) and together they presently occupy approximately 4,300 square feet.

Disability Instructional Support Center (DISC)

The Disability Instructional Support Center (DISC), formerly called Disabled Students Programs and Services, is part of the student support services aimed specifically at students with disabilities. The center currently serves approximately 245 students each year offering courses for assistive technology instruction, assessment in the areas of speech/language and learning disabilities, and support services for mainstream courses. Mainstream course support includes arranging appropriate testing accommodations for students, providing note-taking services or loaning tape recorders to students, and supplying additional one-on-one tutoring. In addition, DISC students receive priority in registration and are able to liaison with faculty and community members. DISC operates in its own space but coordinates space and activities with the adjacent LATC to serve students optimally.

Technology Center and other Open Laboratories

The Technology Center, opened in 2000, is located on the second floor of the Campus Center. It offers students access to 135 PC and Macintosh computers that are networked to provide students with Internet, user accounts, storage space, and application services. The Center also has three group-study rooms that each have a PC and a Macintosh connected to an oversized 42-inch flat panel monitor and are able to accommodate student laptop computers. The Technology Center serves about 2,500 students each semester for more than 30,000 sessions. It is designed so that two sections may be partitioned and separated from the main area and used for class presentations. These sections may be reserved two to three times a semester but are not scheduled for full-term classes.

Dedicated Laboratories

There are 17 dedicated laboratories designed to support students enrolled in particular courses or departments. Each lab is equipped with 5-150 computers for student hands-on interactive learning. The computers used in these dedicated labs include both Macintoshes and PC's and are able to utilize various types of software. Many of the labs are used as classrooms for instruction as well as for general access to computers. When the labs are closed, students may use the Technology Center, which strives to maintain all software programs used by all departments.

Television and Audiovisual Service Center (TAV)

The Television and Audiovisual Service Center (TAV) moved into its new building in July 2001. The new Center occupies 5,000 square feet and features an auditorium-style

telemedia conference center, a television studio, a teleconference room, a central telemedia control room, and an audiovisual maintenance and service area.

The Mission production facilities create cable television programming. Twenty hours per week of college-by-television classes are cablecast from Mission on the Community College Network (CCN), which is available on cable television throughout the South Bay. Students can access the college-by-television programs by watching the CCN; watching a Public Broadcasting Service channel; or renting the videotapes from or viewing them in the Library. A cablecast schedule is available on the College Web site, while all course listings are included in the College catalog and schedule of classes. Plans are being formulated to provide community access programming to the City of Santa Clara from the new center studios.

Audiovisual and television equipment are available for check out by instructors for use in the classroom. In addition, ten multimedia demonstration rooms throughout the College are fully equipped for multimedia as well as online presentations to students.

Two PictureTel interactive video units are used in the studios for videoconferences and distance learning classes. The interactive video units are connected via Integrated Services Digital Network (ISDN) telephone lines that allow dial-up capabilities throughout the world. In addition, a state supported digital line provides interactive bridging between Mission College and all State universities and community colleges in California. Several classes are conducted in the classroom/studio at Mission College and received at other colleges. The interactive video units permit distance learning instruction through interaction with students at remote sites. Interactive videoconferences are also conducted with multiple sites throughout the State.

Economic Development Resource Centers

Mission holds multi-year ED>Net Grant Contracts for four regional resource centers, each supporting specific academic areas and each operating on a base budget of $179,000 a year. These centers provide specialized, professionally focused programs to the College community.

- Workplace Learning Resource Center (WpLRC): ESL, mathematics, reading, English, and communications.
- Regional Health Occupations Resource Center (RHORC): health occupations.
- Regional Environmental Business Resource Center (REBRAC): fire science, emergency medical technician (EMT), and environmental science.
- The New Media Center: graphic arts, Internet, Web graphic designs, and music.

The centers share space and professional links with Contract Education. They provide resources, support, and programs to Mission, and services to all community college faculty in the Bay Area. They also provide resources for students and employees in

Economic Development training programs. The New Media Center is located in the Graphics Design Department. All operate virtually, providing telephone, Web, and on-site support for other colleges.

Other

Additional information and learning resources are available to staff in the Staff Development Center and to students via several student services programs, such as ACCESS; Pass the Torch; and Math, Engineering, and Science Advancement (MESA).

Self Evaluation

Library

Due to the augmentation of electronic databases, the periodicals collection is very strong. With 174 print subscriptions and 12 subscriptions to journal, magazine, and newspaper databases, students have ready access to over 3,000 periodicals, most of which are full text and may be e-mailed, downloaded, or printed.

The Library's technical infrastructure is superior. It has over 75 Internet access stations, which are sufficient for on-site access to electronic information resources. Its media equipment is also adequate with the recent addition of 35 TV/VCR players, each with closed captioning features. However, the Library has no equipment for new media, such as DVD, CD-ROM, and DVD-ROM. Also lacking is a centralized multimedia distribution system capable of delivering live and taped programs to any workstation in the Library or to multimedia classrooms.

Over the last two years the College has been working to increase the size and quality of the library print and media collections to more adequately support the instructional programs. The need to continue these efforts was confirmed by College community members in their responses to the spring and fall 2000 library satisfaction surveys (Ref. 6.4). The current course/program approval process requires a discussion of the potential impact that adding a new course or program will have on library information resources. The procedures should be reviewed by the Academic Senate and Curriculum Review Committee (CRC) since no actual sign-off is required, which may compound the difference between existing collection resources and additional resources required to meet student and College needs.

Learning Assistance and Tutorial Center (LATC)

The LATC provides a wide variety of services to several different departments and since space is limited, it shares equipment and furniture. To accommodate the needs of staff and students, the area has been expanded and reconfigured in the past several years; however, enrollment and the demand for services have increased even more. Consequently, the facilities are no longer adequate for the 1,200 students each semester

who are served and for the type of instruction provided now and planned for in the future. The facilities are crowded and difficult for students who use wheelchairs to maneuver. Many study stations are inaccessible to disabled students due to space limitations and a lack of adjustable furniture. These concerns are being addressed through the educational and facilities master planning process.

Students using the labs often have conflicting needs. For example, English requires quiet study, while tutoring requires discussion, sometimes in groups. The noise generated disrupts the study environment for some students. To get away from noise, students migrate into the quieter Reading Lab, impacting space there. Both students and faculty have requested on-line tutoring, and the LATC is working toward meeting this need. By student request, the LATC has begun reserving classrooms outside the Center for large tutoring groups to meet regularly.

The Communications Lab area, used for students practicing elocution skills, is large enough for one instructor and one student. It does not have items such as PowerPoint/multimedia systems nor the room depth with which to practice oral presentation skills.

Disability Instructional Support Center (DISC)

DISC was reviewed in spring 2001 and although the State noted some inadequacies, it commended the program for the direction and provision of services to Mission students. The lab occupies 400 square feet and accommodates up to 12 individuals who may use wheelchairs, assisted walking apparatus, etc. This dramatically limits the amount of space for students and staff. The classroom is the only space within the Center in which to conduct private meetings with the program's students, making confidentiality difficult. There is also no space for disability accessible tables and adaptive computer software to meet the needs of students.

Technology Center and other Open, Dedicated Laboratories

Many of the College's dedicated labs have state-of-the-art-equipment. For example, the College's graphic arts, music, computer electronics technology, and computer networking technology laboratories have adequate and up-to-date computer equipment that provides students with excellent resources. However, some labs, such as the nursing and physics laboratories, need to be upgraded to enable the departments to fully utilize the interactive computer-assisted learning programs available. The College is in the process of developing a five-year Technology Plan. This plan will set guidelines for three-year equipment upgrades. In addition, the new budget allocation model provides for big-ticket budget requests to be considered first, and many of the requests for staff and technology will be examined first, ensuring a more stable funding stream.

Television and Audiovisual Service Center (TAV)

Currently, the interactive video units and the facility are only used for meetings and conferences. Although several classes have been telecast live from Mission in the past, no regular live telecourses are offered at this time. The cable channel is programmed with 20 hours of instructional classes each Saturday. This broadcast schedule, along with the PBS broadcast and tape rental program, is adequate in meeting the needs of current telecourse offerings. Faculty should be encouraged to utilize more hours on the cable channel and develop more distance learning courses to make more effective use of the interactive video units now available.

Economic Development Resource Centers

All of Mission's Ed>NET Centers have been remarkably effective in providing resources to faculty of the College and other community colleges. Mission's programs have won praise, awards, and recognition not only in the local, State and national arena, but internationally as well.

Recent relocation of the Contract Education modular building made the Centers more accessible to external visitors. However, it did not expand the total amount or quality of available space. The Educational and Facilities Master Plan (E&FMP) recommended the construction of a new building to house these programs and services along with conference facilities to meet the expanding needs of these programs.

Planning Agenda

None.

6.2 **Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.**

Descriptive Summary

Mission College strongly supports shared governance and the primacy of faculty in the decision-making processes involving instruction. Consequently, although the procedures followed in each of the resource areas vary according to the nature of its services and programs, each ensures that faculty are involved in the selection, procurement, and maintenance of educational equipment and materials that are needed to support the College's goals and programs.

The Mission College Library Collection Development and Maintenance Policy sets guidelines for how library resources are developed and maintained (Ref. 6.5). Revised in spring 1999 and implemented in fall 1999, the policy requires that all librarians

participate in selecting and eliminating materials and consult proactively with the instructional faculty. In addition, the books collection underwent a comprehensive review in fall 2000. This program partnered librarians with the instructional faculty. Although there was not enough time or staff resources to review the entire collection, the areas with the greatest need were completed. As a result, over 1,200 books were weeded from the collection because they had become obsolete or were no longer appropriate for the academic program or student profile. The Library acquired new editions of books to replace older materials, and high-demand subject areas were targeted for aggressive development.

Almost all Library computers for student use have been purchased within the last two years with wide input from all segments of the user population and consistent with the requirements of the Library Technology Plan 2000-03 (Ref. 6.6). The maintenance and service of computers and network connections are jointly managed by Library, College Instructional Technology, and District Information Systems (IS) staff.

The texts, software, videos, audiocassettes, and curriculum designed for the various labs throughout the College are selected based on trends in education, State guidelines, and recommendations by departments. Faculty members in each discipline develop curriculum, and instructors select all materials that are distributed to students in classrooms and laboratories.

The College's Instructional Technology staff as well as faculty are involved in the selection and upgrading of the various computers. Staff members, through faculty request or with faculty input, select most of the equipment in the TAV area (Ref. 6.7).

Self Evaluation

College-wide, faculty play a strong role in the selection, acquisition, and maintenance of all types of educational equipment (including computers and software) and materials.

In the Library, the Collection Development and Maintenance Policy has worked well for the printed collection and has been revised to include the media collection (Ref. 6.8). The biennial collection inventory and the comprehensive collection review and weeding program, instituted in fall 2000, have proved invaluable and should be continued.

Computers throughout all areas are constantly being outdistanced by the newest technology, and few software packages will operate with equal effectiveness on both PC and Macintosh platforms, causing delays for students waiting for the necessary computer. Some computers cannot support the newest software, thus limiting access. The current budget cannot fund all the requests to replace or upgrade computers, software packages, and accessories at the desired rate. Additionally, the currently recognized trends toward CD versus audiocassette, DVD versus video, and network software in education will require purchasing new equipment that will need to be replaced or upgraded relatively quickly.

The multimedia classrooms have become very popular with instructors who find them helpful in presenting their class materials. As a result, scheduling of the ten available multimedia classrooms is often problematic, especially at heavy use times such as after 7:00 p.m. In addition, instructors check out an increasing amount of AV equipment to use on campus in rooms that are not equipped with multimedia hardware. The State Chancellor's Office recommends establishing at least 15 multimedia classrooms per 10,000 FTES; therefore, as the campus is built-out, the College needs to gradually convert more traditional classrooms into multimedia classrooms. The release of AV equipment from those upgraded classrooms would also result in more AV equipment being made available to faculty for checkout.

While the vast majority of lab computers are networked, the computers in some labs (e.g., the DISC lab) are not. Maintenance for the computers is infrequently provided by the technology support staff, and currently no college-wide policy has been established for ensuring that a consistent process is used to fund those services. The current computer and network maintenance program results in too much down time of student computers in the labs. As the College relies increasingly on electronic resources, it is critical that down time be kept to a minimum.

Mission is moving toward becoming more Americans with Disabilities Act (ADA) compliant. New accessible workstations for visually impaired and learning disabled students are being purchased and placed in classrooms, the Technology Center, and the Library. According to the ADA, the minimum standard for accessible technology is ten percent of the total, and all items are to be purchased by the College. The College budget is purchasing at least four mobile workstations for portable use throughout the campus.

Planning Agenda

None.

6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

Descriptive Summary

All of the resource areas described in this standard are easily accessible to Mission's students, faculty, staff, and administrators. Most areas are open weekdays as well as Saturdays and, depending on the area, most are open both day and evening hours.

The Library is open 60.5 hours per week, Monday through Saturday, during fall and spring semesters, and 32 hours per week, Monday through Thursday, during summer session. Both reference and circulation desks are staffed during all hours the Library is open. The new Library's single-level physical plant is fully ADA-compliant. The reference and circulation desks as well as all new library study tables and entrance doors have been designed to fully accommodate users with physical disabilities (Ref. 6.9).

All materials added to the library collection are fully cataloged and searchable in the joint West Valley-Mission College Library Online Public Access Catalog (OPAC). Electronic resources are available 24 hours a day, seven days a week from any computer station on or off-campus. All information regarding library resources, services, and equipment is available on-line through the Library's own Web page, http://www.wvmccd.cc.ca.us/mc/lib.html. The Web page was expanded and redesigned in fall 1999 and is linked to the College Web page as well as the joint library OPAC.

The LATC also offers extensive accessibility. Students can use the facilities, materials, and equipment in the LATC by enrolling in one of the LATC courses listed in the College catalog. The LATC is open 48 hours per week, allowing student access on days, evenings, and Saturdays. The center has study stations for 124 individuals. These students range from those seeking skill improvement on their own to students for whom the lab is a mandatory co-requisite.

The Technology Center is open Monday through Thursday from 10:00 a.m. to 9:00 p.m. and Friday and Saturday from 10:00 a.m. to 6:00 p.m. The majority of the dedicated labs are reserved for students who are enrolled in a course where laboratory work is an important component. Generally, the dedicated labs are open for student use Monday through Saturday.

DISC is open 55 hours per week, allowing students access on days, evenings, and Saturdays. The lab has study stations for 13 individuals and serves approximately 245 students a year. These students record a minimum of four lab hours per student for service outside of testing, classes, etc. Students with secondary impairments receive a minimum of four extra hours. Students can use the facilities, materials, and equipment in DISC by enrolling in any DISC course listed in the College catalog.

The programs offered through the Economic Development Resource Centers are located on campus and are open five days a week. Full and part-time instructors can easily stop by the centers to pick up materials or use equipment. Services can be accessed by phone or e-mail, and arrangements can be made for pick up, mailing, or other means of getting the information to the instructor, student, or client.

Self Evaluation

The College's ability to provide information and learning resources for its students, faculty, staff, and administration is improving every year. As the institution has been moving to more of a year-round schedule offering programs and services to the community over a wide variety of days and times, it has become increasingly necessary to evaluate the types and breadth of resources the College needs. Given the restricted facilities available and the competition for fiscal and human resources, the College has made remarkable progress recently in expanding the scope and accessibility of programs and services that are available. To that end, hours have been extended during the week and programs and services offered regularly on Saturdays (and in some cases Sundays).

Growth has been occurring at a relatively rapid pace at Mission, which makes it difficult to address the expanding needs in all areas at the same rate. Consequently, regular assessment and evaluation of what the College is achieving and how it could be improved is needed. The construction of new facilities on campus over the next few years will provide the College with remarkable opportunities to address many of the issues raised in the ongoing assessments being conducted by the Governance and Planning Council (GAP) and other governance entities.

After assessing each of the areas in this standard, three common threads have arisen: (1) the need to increase the hours of service, (2) the need to improve accessibility for the disabled throughout the College, and (3) the need to shift the physical location of several programs and services to increase their visibility and functionality to the College community. All of these needs are being addressed but obviously some will require more time to accomplish than others. For example, expanding the hours of service has been possible in every area, although several, including the Library and the Technology Center, could benefit from additional expansions as resources become available.

Becoming more ADA compliant and offering a more supportive environment for students and staff remains a high priority for the College. Since the previous accreditation visit, many strides have been made to ensure that Mission is more user friendly. For example, the College has improved signage in and around the campus, classrooms and restrooms have been made more accessible, and more workstations have been and are being added to accommodate disabled students in classrooms.

One area that deserves more serious attention is the training of faculty and staff about the services offered at Mission. Students learn about DISC through faculty, the Counseling Department, and other sources on and off-campus. To educate the campus community and thereby increase access, DISC participates in orientations for new faculty every year. Without dedicated training, however, it is difficult for faculty to fully understand how to identify and refer a student to DISC, or to know what types of services might be available.

Although each area works diligently to communicate where it is located and what types of services and information it provides to students and staff, even more emphasis is desirable. In an area such as the LATC, the center continues to have high recognition from students in the ESL, Reading, English, and Communications departments, mainly because the labs belong to their respective departments and faculty members recruit heavily, often making the labs co-requisite to regular classes. Outside these departments, however, very little is known about the LATC. Students in other disciplines are often unaware of the services available to them. Faculty in other departments, especially associate faculty members, do not fully understand the role, scope, and purpose of the LATC.

Training in the LATC's course offerings and procedures continues to be needed. To attract students and educate the campus community, the LATC faculty developed a promotional video, which is used when the LATC conducts orientations, class visits, and presents flex activities for staff. This past year the new faculty orientation program added a session on the LATC to educate new faculty.

Additionally, the LATC established a new full-time, permanent lab technician position to coordinate tutoring and build relationships with members of all departments in an effort to attract students and recruit qualified student tutors. This has greatly improved student access to tutoring. However, the resulting increase in enrollment is in turn increasing the demand for a larger physical space and more equipment.

Planning Agenda

None.

6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.

Descriptive Summary

The Library's professional faculty and staff have increased over the past five years. A full-time Director, five full-time faculty librarians and seven classified employees serve the College, supplemented by part-time help: 33 hours per week for librarians and 40 hours for classified staff.

Professionally qualified faculty, classified, and hourly employees provide user support in the LATC. There is one full-time coordinator, one full-time instructor, and associate faculty hours allocated by other departments. Classified and hourly help includes three full-time instructional lab technicians; one 50 percent permanent office assistant (shared LATC/DISC); one full-time office coordinator (shared LATC/DISC); hourly tutors as needed for specific content areas; and 10 to 12 Federal Work-Study students as available for clerical functions.

The Technology Center is staffed with one full-time director and 10-14 classified temporary lab assistants. One full-time faculty specialist, three part-time lab assistants, and a full-time senior technician maintain the hands-on and specialty labs. A network administrator recently joined the staff. Faculty members have hours they are scheduled to work in the Technology Center, and some classes have scheduled tutorials.

Each dedicated lab uses faculty or classified staff to provide appropriate support. Some of the labs also have lab assistants. Faculty members are involved in new ways to enhance the use of technology in teaching with the intent to maintain a high standard of student instruction.

The DISC program is staffed with one full-time coordinator, one full-time and four associate faculty specialists, one full-time program specialist, one office coordinator (80 percent), and one office assistant (25 percent). Hourly tutors are hired as needed.

Television Services has one full-time Television Producer-Director who works with instructors, administrators, and staff to develop taped video and audio materials for the entire College. The TV producer coordinates the cablecasting, interactive videoconferencing, and televised distance learning classroom activities of the College. A student assistant works six hours per week monitoring on-air quality and loading videotapes for the cablecast.

AV Services has one full-time AV Maintenance Technician plus one part-time student hourly employee who works approximately fourteen hours a week distributing equipment and duplicating videotapes. AV Services provides videotape duplication as well as equipment distribution and repair for the College.

Professionally qualified program managers and experts in their respective fields staff all Ed>Net programs. Each has a full-time director and three have full-time business development specialists. All programs employ College faculty for special projects and to teach contracted training programs in industry.

Self Evaluation

The Library has a highly qualified and richly experienced staff to provide service and support to students and faculty in their use of information resources.

Mission's student profile has two unique characteristics that affect library service. The majority of Mission's students speak English as a second language and many of them have never used a library before attending Mission. These students typically require much more extensive help in locating, using, and interpreting information found in the Library or on the databases. Second, the majority of Mission students work during the day and attend classes at night. The large concentration of students between 4:00 and 7:00 p.m. in the Library requires the Library to double-staff its service desks to meet demand.

Summer session presents a separate challenge in terms of staffing. Because no full-time librarians work during the summer and the College has not officially funded the twelfth month for four library media technicians, the library staff is taxed.

The College recognizes the critical need for increased staffing in the Library. Through the educational and facilities planning process, the College has made it a top priority to add two librarians (one will be filled in Fall 2001), and two library media technicians, as well as to extend all library staff terms to 12 months.

LATC faculty and staff possess the education required by the State of California. All tutors undergo training through the LATC's Tutor Training course as well as subsequent ongoing staff development activities. All Work-Study students are trained in their various tasks.

The LATC is an instructional service and therefore needs faculty for various duties that classified staff cannot fill. Considering the wide scope of individualized programs in the center, it is necessary to counsel and orient new students in the LATC to be sure they are enrolled correctly and have had a faculty member assign curriculum appropriate to their needs. The task of counseling and orienting new lab students for all of the open-enrollment labs falls on any faculty in the lab closest to the entrance, thus impacting the assistance available to students working in that particular lab. Reading, ESL, Communications, and English departments do provide associate faculty. They are trained to assist students in their respective disciplines. The LATC tries to provide training in all labs for this staff, but the scope of the Center's offerings is much too broad for an associate instructor to absorb in one semester. Consequently, it is difficult to counsel all students well or disseminate consistent information.

During the last five years, Mission has opened a new Technology Center and has added several hands-on and specialty labs. This fast growth requires re-evaluation of the organization of the Instructional Technology Department and the services it provides to faculty and staff.

Television and AV Services staff members are long-term employees and highly qualified to perform their tasks. However, the current level of staffing is insufficient to meet increased demand for multimedia support in the classroom, extended service hours, and new demands resulting from a rapid increase in the number of distance learning courses.

The permanent staff members in the Economic Development Resource Centers are respected nationally for innovation and excellence. These centers provide outstanding resources, training, and support for Mission faculty.

Planning Agenda

None.

6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.

Descriptive Summary

The Library's regular Fund 10 budget allocation has remained static for the last ten years, at $713,886 in fiscal year 2000-01. State grant augmentation provides much needed financial support. The Library has received significantly improved financial support for materials and technology since 1997 with the implementation of a three-year Telecommunication and Technology Infrastructure Program (TTIP) State grant and, in 1999, an Instructional Equipment, Library Materials and Technology (IELMT) State grant.

The LATC's operating budget comes from College funds and the Partnership for Excellence (PFE). The current operating budget comprised of Fund 10 and PFE funds is $54,000. Most of the money must be used to pay hourly employees. Additional contributions have included grants through the Workplace Learning Resource Center, CalWORKS, and occasional assistance from the ESL, English, and Reading departments. Another source of staff funding is the Federal Work-Study program. This program currently pays up to $18,000 a year to help keep the center staffed with Work-Study students. To serve its students, the LATC needs a stable funding source of at least $80,000.

The Technology Center's operating budget comes from College funds and the PFE. The current budget is $78,000 for Lab Assistants and $9,000 for software upgrades. There is no ongoing money for upgrading equipment in the Technology Center, open labs, or dedicated labs.

The TAV Center received funding to purchase most of the needed equipment and to upgrade other equipment when it moved into the new building. There is, however, no funding plan for regular upgrades of equipment.

The College provides a match for the Economic Development dollars that fund the ED>Net Resource Centers by way of office space, utilities, security, and technical support.

Self Evaluation

The current level of library collection funding, including both TTIP and IELMT, is adequate as a baseline budget. However, funding should be continually reviewed, taking into consideration such factors as:

- The sharp price increases in book publishing, periodical subscriptions, and electronic database access;
- New programs and courses the College approves; and
- New forms of information that add value and help students learn more quickly and easily.

There is no funding plan in place college-wide that addresses regular replacement of computer equipment. A more serious funding deficiency lies in staffing. The hourly budget for both part-time librarians and classified help is inadequate. Further, there is a lack of consistent funding for summer needs.

The LATC budget is not sufficient to run all labs and provide the level of service and staffing needed. Supply and other operating budgets fall short of need as well. The College recently began providing technical support to the LATC labs which has been a welcome, positive step in providing students with operational computers. There are no ongoing funds, however, for maintaining the instructional computers on campus. New sources of funding should be identified and also a budget plan created for maintaining the computers.

A large portion of the DISC annual budget is spent on salaries and benefits. DISC had a $219,000 budget during the 1999-2000 fiscal year. Of that, $171,000 went to salaries and benefits. At least $30,000 per fiscal year must be spent on interpreters and real-time captioners. The remaining money is used to cover all operating costs.

During the 2000-01 fiscal year, the State implemented a novel system for allotting its funding to DISC. DISC received $342,209. This money was divided into the following categories: Access to Distance Education Captioning; Access to Print Information (Brailler); Access to Distance Educational Editing Decks; College Technical Assistance and Faculty Support; and Program's Discretion.

The Technology Center is well equipped to serve the television and audiovisual needs of the campus. However, funds for regular maintenance and replacement of outdated equipment are necessary to provide needed service.

The Economic Development Resource Centers leverage grant funds and services to provide a high level of service in light of current funding. The facilities that the College is able to provide for these programs, however, are not adequate or professional.

Planning Agenda

- The College should revise the timeline and baseline budget for summer service provision.

6.6 **When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.**

Descriptive Summary

The Mission College Library and its sister library, West Valley, share a library automation system, Innovative Interfaces, thus sharing the same on-order, in process, and catalog and holdings database. Catalog information for both Colleges is fully integrated in the joint library OPAC. With one search, the holdings of both libraries are displayed. Students registered at either College have borrowing privileges at both libraries. Additionally, each library will page, hold, and return materials of the other library for its users.

The two libraries also participate as a district in a new statewide library resource-sharing program called the Library of California. This program was established and funded by the State in 1999. All California libraries are eligible to participate through membership in a designated regional library network. Mission's regional network is the Golden Gateway Library Network (Ref. 6.10). The Library is also registered in the Online Computer Library Center, Inc. (OCLC), a national bibliographic unit, as an interlibrary loan supplier to all California libraries.

Mission belongs to the Consortium for Open Learning, a consortium of community colleges involved in on-line and televised distance learning. There is a formal agreement with the consortium for licensing and the distribution of distance learning materials.

Self Evaluation

The Library's working relationship with its sister college library, West Valley, is very cordial and satisfactory. The level of its participation in statewide resource sharing is appropriate; it assumes equitable responsibility in lending to other California libraries and is satisfied with the benefit it derives from such cooperation. The relationship of the College and the Consortium has been a good one and should continue in the future to provide distance learning opportunities to the community.

Planning Agenda

None.

6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

Descriptive Summary

The institution evaluates its learning resources and has made improvements. A library director's position was created and filled in 1998. Two full-time librarians were added in 1999.

The joint library automation system, Innovative Interfaces, was upgraded in 1998 to include a Web-based search interface and remote access to electronic resources. The collection materials budget received augmentation in 1997 as described in 6.5 above; a comprehensive collection development and maintenance policy was implemented in fall 1999; and a new library facility, with 100 percent more space, was constructed and opened its doors in spring 2001.

Additionally, library satisfaction has always been included in the annual College student survey administered each fall. To give library staff more extensive feedback on specific resources and services, the Library developed and administered two library satisfaction surveys: one for faculty, administrators, and staff administered in spring 2000 and one for students administered in fall 2000. Survey results will be analyzed and, as appropriate, used to adjust library programs and improve library service in the new building.

In spring 2000, the Library participated in the college-wide master planning process and developed three concept papers, one each on library instruction, library service, and library administration (Ref. 6.11). These papers represent the Library's vision for its program in the next five to fifteen years. Additionally in spring 2000, the Library completed its first Library Technology Plan 2000-03 (Ref. 6.6). This document is incorporated into the College's master technology plan.

The LATC conducts student surveys each semester in accordance with guidelines for the PFE grant allocation. Surveys on the overall effectiveness of the center are conducted at the end of each semester. In 2000, the LATC and DISC completed their concept paper for the E&FMP, which will be used as a guide for upcoming changes to the center. Staff members meet regularly to discuss trends in the LATC and revision of policies and procedures.

The Technology Center, other open laboratories, and the dedicated labs depend heavily on program review and internal student surveys for evaluating the adequacy and effectiveness of their learning and information resources.

An advisory committee to DISC meets annually to ensure program integrity. This committee relies on a "checks and balances" system mandated by the State Chancellor's Office to ensure that the program meets the needs of its students. DISC carefully reviews the results of the Student Satisfaction with Matriculation Services Survey distributed each fall in order to determine what is working and what areas may need additional attention. Staff members meet regularly to discuss trends in DISC and revision of procedures.

A concept paper regarding department goals, objectives, and needs was developed and submitted by the Television and Audiovisual Service Center as part of the Mission E&FMP. It includes plans to use TTIP funds to support the cost of Internet and videoconferencing connections to the statewide community college and California State University systems.

Funds are also available to support satellite installations, multimedia classrooms, as well as planning and equipment replacement costs.

All of the Economic Development Resource Centers have detailed workplans and follow Ed>Net's thorough quarterly and yearly outcome-based evaluation process.

Self Evaluation

The Library has engaged in extensive strategic planning and programmatic review in the last three years. The need to move into a new library building in spring 2001 prompted ad hoc program reviews and a comprehensive print and media collection review and weeding. The upgrade of the library automation system in 1998, the move from text to Web-based circulation, and the addition of on-line acquisitions caused the Library to re-examine its various processes.

The Library has consistently received high ratings in the annual college-wide student services satisfaction surveys. In the fall 1999 survey, the library service was considered the best among all College student services. The library satisfaction surveys in 2000 however, showed some dissatisfaction with facilities, collection resources, and staffing. The facility and equipment deficiencies have been corrected with the new Library, but more attention needs to be paid to collection resources and staff attitudes.

The TAV has met TTIP funding certification requirements each year. Participation in the college-wide educational and facilities planning in spring 2000 and the need to plan a new facility provided a unique opportunity to review the TAV programs and services. As a result, the TAV staff was able to use building equipment funds wisely.

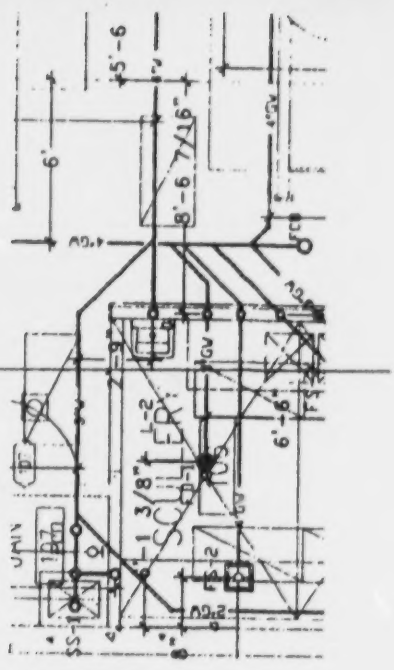
Planning Agenda

None.

References

6.1 Library Annual Data Survey Reports, 1997-2000
6.2 Library Computer and Media Equipment List
6.3 List of Laboratories with Open Hours and Available Equipment
6.4 Library Satisfactory Surveys Reports, 2000
6.5 Library Mission, Goals, and Collection Development and Maintenance Policy
6.6 Library Technology Plan, 2000-03
6.7 Multimedia Classroom Equipment List and AV Equipment List
6.8 Library Video Collection Access, Development and Maintenance Policy
6.9 Library and Telecommunications Building Floor Plans
6.10 Golden Gateway Library Network Membership Certificate
6.11 Library Instruction, Service, and Administration Concept Papers

Standard 7



Standard Seven - Faculty and Staff

Co-Chairs Quin McKean and Sumi Tanabe

Members	Ann Cowels	Applied Science - Health Occupations
	Ellen McAlister	Student Development - DSPS
	Ann Roberts	Communications - Reading
	Carol Wilson	Communications - English
	Rebecca Sredanovich	Classified
	Judee Malone	Classified
	Nan Blitz	Classified
	Juan Estrada	Student
	Clement Lam	Mathematics
	Sallie Wisner	Webmaster
	Joni Johnson	Counselor

STANDARD SEVEN: FACULTY AND STAFF

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

7A. Qualifications and Selection

7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.

Descriptive Summary

Mission is committed to hiring well-qualified faculty, administrators, and staff who can provide a quality educational experience for its students. All faculty have degrees or the equivalent in the discipline that they teach. Sixty six percent of faculty members have master's degrees, while 22 percent have doctorates. Those with bachelor's degrees are generally faculty who teach in a vocational field and have experience in the discipline. Associate faculty must meet the same requirements as full-time faculty.

Occasionally, candidates apply for equivalencies in a field related to but separate from the area in which they received their academic degree. A District committee reviews the qualifications of the individual and determines whether an equivalency should be granted. As individual departments seek candidates who can make a positive contribution to the division/department and are an asset to the College, demonstrated teaching ability is of prime importance in the hiring process for full-time faculty. The College seeks non-teaching staff who will be able to fulfill the requisite responsibilities while contributing to the student-friendly image that Mission prides itself on projecting.

Self Evaluation

The number of full-time faculty has increased from 110 in 1995 to 142 in fall 2000 (in accordance with AB1725 directives). The increase in faculty is welcome and needed; nevertheless, some departments find they are inadequately staffed. For example, Foreign Languages, with a swelling interest in Vietnamese, has a need for a full-time Vietnamese instructor that they are in the process of hiring. Child Development expects to move into its new building in 2002 and will probably not have adequate staff. Departments such as ESL and Mathematics depend heavily on large numbers of associate faculty to staff classes. Some departments are negatively impacted when teaching faculty members

become heavily involved in administrative tasks, thus creating a heavier load for the remaining faculty in the department (e.g., Nursing and ESL).

Some positions (faculty, staff, and administrators) have been difficult to fill or maintain with qualified personnel because salaries are not commensurate with those in surrounding industries. For example, the College continues to have a moderately high turnover rate of administrative assistants because they are able to make significantly more in similar industry positions.

Many departments are seriously understaffed. For example, the Classified Senate has indicated that there is a need for additional classified support technicians in College computer labs and in micro-computing, Admissions and Records (A&R), and Financial Aid. Administrative Assistants are needed in the Part-time Center and the Office of Instruction while office assistants have been requested in the Child Development Center, Work Experience, and Hospitality Management departments. Though the number of classified staff has increased from 64 to 82 between 1995 and 2000, hours of service have also been extended to evening and weekends due to expanded course offerings. Consequently, some areas do not have adequate permanent staff.

When people resign, they have often been replaced with student or other hourly workers. Students on Work-Study or hourly payroll carry out major responsibilities, and problems sometimes occur as a result. Morale has flagged as the amount of work increases after the resignation of a coworker who is not replaced. Classified staff sense they are undervalued when essential responsibilities are assigned to student workers. Cross training and back up staff do not exist in most departments due to the minimal staff numbers. Thus, an illness or required meeting that calls a staff member out of a service area can result in those services being unavailable to students and faculty. For example, A&R has seen a substantial increase in the use of student workers. Departments should make every attempt to fill vacant positions as soon as possible for continuity of services.

Mission is gradually addressing many of these concerns. For example, since Mission offers a large number of evening classes, the lack of a permanent evening administrator during those hours was seen as a potential safety problem. Consequently, a permanent position for an evening administrator was recently filled.

Mission advocates shared governance, so every member of the institutional staff is asked to contribute to the effort of governing the College. This allows widespread participation in the decision-making process but can also overtax those individuals who are active on various committees.

Planning Agenda

None.

7A.2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.

Descriptive Summary

The Office of Human Resources (HR) standardizes all job announcements, which are available on both campuses and upon request. The requirements for each position are clearly stated with minimum and desired qualifications. The relevant department drafts the description and duties of each open position, ensuring the accuracy of the job description when posted. Supplemental questions are often included with the applications to help the hiring team determine which candidates would best meet the department and College goals while fitting into the culture of the College. The application process is outlined in detail on the job announcements. HR is guided by department suggestions for advertising positions. At a minimum, positions are usually advertised in local and national newspapers, professional journals, and on the Internet.

After the College Division Chair Council (DCC) and Academic Senate have determined a position's necessity, it is publicly announced. The E&FMP as well as program review, WSCH statistics, and number of part versus full-time faculty are factors used to consider new faculty positions. When there is a need for a new classified position, a request is submitted by the individual department for consideration and approval by the College Budget Advisory Committee (CBAC). Vacated positions are not automatically filled in either instance.

Self Evaluation

Selection committees are created to conduct the hiring for each open position. These committees, which often include members outside of the hiring department to provide a college-wide perspective, follow the procedures established by HR (and by the Academic Senate in the case of faculty) in reviewing applications and conducting interviews (Ref. 7.1). It is the institution's objective to carry out a fair and confidential selection process in choosing the best-qualified candidate for an open position. A written policy exists to ensure equity in all employment procedures. That policy is consistent with the Accrediting Commission policy on nondiscrimination and affirmative action. Consistent attention is also paid to the meeting of the institution's affirmative action or diversity goals which form part of the core values of Mission College.

Planning Agenda

None.

7A.3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.

Descriptive Summary

All Mission instructional staff have been assigned a Faculty Service Area (FSA) for which they have appropriate training and/or experience. All full-time and associate faculty members meet or exceed the minimum standards for teaching in a discipline as set by the California Education Code and Title 5 (Ref. 7.2). Teaching experience and professional accomplishment are expected and evaluated as part of the hiring process. Private sector occupational experience is expected in relation to vocational positions.

Self Evaluation

In seeking the best possible candidates for its faculty, Mission makes every effort to select student-centered teachers who demonstrate knowledge of their subject and the ability to transmit that knowledge, as well as enthusiasm for learning, to their students. For full-time tenure track positions, this is determined through interview responses, teaching demonstrations, and reference checks. The hiring process is not as comprehensive for associate faculty positions: search committees are smaller, advertising is done only locally, and not all disciplines require a teaching demonstration.

The College has assembled a talented faculty dedicated to students. The selection process has served Mission and its students well. The Student Assessment of the College Environment (SACE) survey indicates that students are satisfied with the instruction at Mission (Ref. 7.3). This process is articulated in the Faculty Selection Committee Professional Development Manual (Ref. 7.4). The selection of faculty may involve the collaboration of all branches of the College community: administrators, faculty, staff, and students.

Departments look for faculty members who are eager to work in an environment that is culturally and demographically diverse, thus fulfilling the mission of the College. Mission should continue to hire well-qualified faculty and staff, with highest priorities being program and service area needs meeting institutional goals.

Planning Agenda

None.

7A.4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Academic degrees and degree-granting institutions of full-time faculty and administrators are listed in the College catalog. Associate faculty names are also listed in the catalog. All faculty have degrees from accredited U.S. institutions or non-U.S. institutions. All non-U.S. degree transcripts are sent to an outside agency for equivalency evaluation (Ref. 7.5).

Self Evaluation

The information in the catalog is updated annually to ensure accuracy.

Planning Agenda

None.

7B. Evaluation

7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

Descriptive Summary

Evaluation procedures for faculty, classified, and confidential employees are described in the Association of College Educators (ACE) contract, the Service Employees International Union (SEIU) Local 715 contract, the Police Officers Association Teamsters Local 856 contract, the Supervisors Association Teamsters Local 856 contract, and the agreement with the non-union confidential group. Procedures are clearly defined and forms are available for faculty in the Office of Instruction and for staff in HR (Ref. 7.6).

Full-time Faculty

Tenured faculty members are evaluated once every three years with appraisal surveys done annually. Tenure track faculty members are reviewed every semester in years one and two, and each fall semester in years three and four.

Associate Faculty

The ACE contract (Articles 100 and 112) states that associate faculty who do not have Re-employment Preference (REP) are to be evaluated once annually until they receive three satisfactory evaluations over a five-year period. Those with REP are to be evaluated once every three years. REP was initiated in spring 1996. Department chairs and the Office of Instruction identify which associate faculty will be evaluated each semester, and department

chairs designate full-time faculty within the department to conduct evaluations. In a sample semester, fall 1998, of approximately 300 associate faculty, 119 were evaluated (Ref. 7.7).

Classified Employees

Classified staff are divided into four groups:

- The Service Employees International Union (SEIU)
- The Supervisors Association
- The Police Officers Association
- The Confidential Unit (non-union group)

Probationary periods vary among classified groups. The SEIU and the Confidential Unit require two written appraisals during a one-year probationary period before an employee receives permanent status. The probationary period for these two groups was six months, but was increased to a year a few years ago. After the probationary period, the employee is evaluated not more than once each year until the worker reaches three years of employment, and not more than once every two years thereafter, except for those workers in an overall need-to-improve status.

The Supervisors Association and the Police Officers Association have a six-month probationary period also requiring two written appraisals (one at three months and one at five months). After reaching permanent status, employees in these two groups are evaluated every year unless the immediate supervisor or employee requests additional performance appraisals.

Appraisal forms are available on-line and can be completed easily. They are delivered on-line to supervisors about three to four weeks before the evaluation is due back to HR.

Administrative Employees

The District revised the policy for administrative evaluations in December 1997. An administrator and his or her supervisor create and agree to annual objectives by which he or she will be evaluated. The objectives are tied to District and College visions and goals, and pertinent planning recommendations. Summative evaluations are conducted annually by the administrator's supervisor with input from surveys of colleagues and direct reports.

Self Evaluation

Faculty and Associate Faculty

Great effort is put into faculty evaluations. Support staff prepare evaluation packets, keep track of who has been evaluated, and organize completed forms. Faculty must visit

classes and do all the required paperwork. Hiring new faculty has been a priority for the College, thereby increasing the evaluation burden for tenured faculty. At Mission in fall 2000, there were 142 full-time faculty and 312 associate faculty. There are 98 tenured faculty to evaluate 46 non-tenured faculty as well as evaluating approximately 33 tenured faculty who must be evaluated every third year. Two tenured faculty and one administrative designee serve on each tenure review team, while at least two faculty serve on each regular contract evaluation team. In addition, roughly 230 associate faculty members are evaluated once a year.

Completing tenure track faculty appraisals is a priority for the College. Completing associate faculty evaluations in a timely manner varies among departments. Most departments complete all or most of their scheduled evaluations each semester. There is an indication that a few departments sporadically or rarely conduct evaluations.

A chief barrier to completing faculty evaluations is that there is an inadequate number of full-time faculty and staff to cope with the volume of evaluations. Departments with few full-time faculty are especially burdened. Sometimes the appraiser is scheduled to teach at the same time as the appraisee. While substitutes are authorized in such situations, it is still a burden on the class. Sometimes short-term courses are over before the evaluation packet can be made up. Associate faculty have complained that they don't receive student survey comments in a timely manner. One reason for this is that due to understaffing, support staff have discontinued the practice of typing up student comments; therefore, instructors receive their students' handwritten comments after final grades are submitted, sometimes well after.

The appraisal process has involved many steps and redundant forms. Until fall 2000, five forms required completion by hand or typewriter. Paperwork reduction and attempts at process streamlining have occurred. In 1997, the Office of Instruction established a process for monitoring and tracking full-time faculty evaluations. This process was expanded to include associate faculty in fall 1998. Also in fall 1998, the number of forms required for HR personnel files was reduced to one, the post-appraisal conference summary (and if applicable, a reassigned time evaluation sheet). In fall 2000, the Office of Instruction offered electronic versions of the forms, in addition to making revisions that reduced the number of observation and other appraisal forms from five to three. Staff turnovers and understaffing throughout the past five years have made it difficult for some offices to keep accurate logs of completed appraisals.

Classified Employees

To assess the evaluation form and process, in fall 2000, employees and supervisors from all four groups were asked to fill out a questionnaire designed by the team preparing this report (Ref. 7.8). Fourteen supervisors and twenty-nine employees responded, approximately one third of each group. From the employees' groups, there were responses from all of the associations except police officers.

Based on the responses to the survey, about half of the employees (13) rated the length of the probationary period "just right." Ten thought that a one-year probationary period is too long, and indicated that six months is appropriate. One employee felt that the increase from six months to one year was an attempt to negatively control SEIU workers. From the supervisors' side, all but one felt the period was "just right." A large majority of employee (19) and supervisor (12) respondents said that the number of evaluations during the probationary period is appropriate. Those who disagreed were divided evenly between wanting fewer evaluations and wanting more.

Fewer employees answered a question about the appropriate number of evaluations required once permanent status is obtained. A majority of respondents (12) felt that the number was "just right." Four indicated "too many" and three said "too few." Many employees commented on the lack of regular evaluations. A number of these noted that they are rarely if ever evaluated, indicating a lack of follow through on the part of some supervisors and no follow-up from HR to ensure that evaluations are completed. Among supervisors, nine thought that the number of post-probationary evaluations is fine, two felt there should be more, and three thought there should be fewer.

Administrative Employees

In accordance with stated procedures, administrative evaluations are completed in a timely manner.

Planning Agenda

- The negotiating units and the District should reassess the evaluation process and procedures.

7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

Descriptive Summary

Full-time and Associate Faculty

The ACE contract states that "the primary goal of performance appraisal is the improvement of the quality of the educational program." The process focuses on peer and student evaluations. Using site observations, appraisal surveys, review of criteria for performance appraisal, review of job description, and—by mutual consent—videotapes or other recording devices, the process seeks to:

- Measure performance in an objective, unbiased manner;
- Provide useful feedback;
- Ensure that appropriate recognition occurs;

- Encourage continued participation in professional development;
- Ensure that appropriate training opportunities are recommended as needed for members; and
- Support employment status.

For tenured and tenure track faculty, self evaluation is an additional component of the process. ACE has negotiated the forms used in evaluations and plans changes for the 2000-02 period. Survey instruments are being evaluated and probably will be modified. Possible outcomes for evaluations are Exemplary, Satisfactory, Needs to Improve, and Unsatisfactory.

Classified Employees

The process followed to evaluate classified staff seeks to assess effectiveness and identify areas for improvement. Supervisors are asked to rate the employee on specific areas and provide an overall evaluation (Ref. 7.9).

The evaluation form provides four performance ratings: Superior, Satisfactory, Needs To Improve, and Unsatisfactory. In addition, the form has a space for comments and a section describing the duties which will be assessed on the next appraisal.

Administrative Employees

In addition to annual evaluations conducted by the administrator's supervisor, another component of the evaluation process is an advisory survey which may be used to assess the administrator's management style and effectiveness in working with District and College staff (Ref. 7.10). This survey is to be distributed periodically, and although its annual use is not required, past practice has shown that the surveys are used annually. The administrator and his or her supervisor request distribution of the survey to a jointly determined list of 15 to 20 faculty, staff, and administrators who work most closely with the appraisee.

Self Evaluation

In the past six years, a very small number of tenured faculty (four) have been placed in "Needs to Improve" and except for one who retired, all have been mentored by their peers and returned to satisfactory status.

For associate faculty, the evaluation process appears to be better at assessing effectiveness than encouraging improvement for the following reasons:

- Associate faculty who perform poorly tend not to be rehired;

- There is no assurance of continuity from one evaluation to the next. If there's a problem one semester, it may not be perceived or followed up in the next evaluation due to different appraisers. It is not clear how departmental standards are made part of objective evaluation criteria;

- The feedback mechanism is generally not quick enough to allow instructors to improve courses in progress; and

- Due to the large number of associate instructors, it can be a struggle for faculty appraisers to offer more than cursory evaluations.

Failure of a very few departments to regularly conduct evaluations may deny some associate faculty Re-employment Preference (REP), or delay their qualifying for it. Since REP is tied to the evaluation process, it is intended to reward excellence and encourage improvement; consequently, it is a concern that a number of associate faculty at Mission are not familiar with REP and that some department chairs are uncertain about its implementation. Human Resources does not maintain a master list of associate faculty members who have earned REP, although since fall 2000 the Office of Instruction does.

The appraisal process and forms make thorough evaluations possible in most cases, but there are some exceptions. Those exceptions include short-term courses where faculty see students for only a few hours, and distance learning courses where faculty see students three or four times a semester. Those campus meetings may be for tests, not giving the appraiser an opportunity to observe instruction. In these situations, neither the process nor the forms make sense.

The forms for evaluating lab instructors do not always reflect the nature of instructional interaction in the lab. There is concern that the surveys aren't well suited for contract education (off-site) courses. Also, the survey questions are too difficult for non-native English speakers, a substantial part of Mission's student population. The District is currently working with ACE to revise student surveys and improve question phrasing and organization. The District's new administrative software system, Datatel, will not be able to do the same calculations on student survey results that the College now uses. Consequently, it is crucial that a new student survey form and process be developed quickly.

There has been limited provision for giving public recognition to employees or encouraging their participation in professional development because of the confidentiality aspect of the evaluation process. Staff Development is currently working with the Academic and Classified Senates to expand the faculty and staff recognition program.

Classified Staff

The fall 2000 questionnaire targeted to classified staff and supervisors asked if evaluations reflect what the employees do. Of 29 employee respondents, 12 said "yes" and 6 said "no." Of 14 supervisor respondents, 11 said "yes" and 3 said "no." Some of the discrepancy depended upon the type of work the employee performed. The evaluation was appropriate for clerical staff but not for nurses or professional technical employees. One respondent suggested that a component should be added for the individual classified member to complete as a self evaluation.

The fall 2000 CESTA survey found that among classified staff, the area most in need of change is the extent to which performance appraisal results are linked to professional development (Ref. 7.11). The evaluation process assesses the employee's effectiveness, yet the process itself is in question if there is a weak relationship between the employee's performance and his or her in-house opportunities for growth and advancement. Given the survey results, it is fair to conclude that the process does not always meaningfully encourage improvement, although individual supervisors provide time and resources for classified staff in their area to participate in professional development/performance improvement activities.

For classified evaluators, time to do the evaluations seems to be the major issue. Comments from evaluators suggest that a wider range of possible evaluation outcomes (more than Superior, Satisfactory, Needs To Improve, and Unsatisfactory) might benefit the process.

Administrative Employees

The CESTA survey found that the effectiveness of the performance appraisal process for administrators is a concern. This was identified as a top area needing improvement. The Managers Association defines the process by which evaluations are done, and the process is described in the Administrative Handbook.

Planning Agenda

- Staff Development should implement a training program to educate department chairs and associate faculty on Re-employment Preference and the faculty appraisal process in general.

7B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.

Descriptive Summary

Full-time faculty members write a statement about what they have accomplished since their last evaluation, and this document becomes part of the evaluation package. Emphasis is on teaching or other primary responsibilities; however, scholarship or other appropriate activities and institutional responsibilities are also reviewed and suggestions given for improvement. Institutional responsibilities are evaluated separately from teaching competency; therefore, it is possible for a faculty member to receive an "Exemplary" rating for teaching while being placed in the "Needs to Improve" category with respect to institutional responsibilities.

According to the ACE contract, regular faculty who are reassigned with at least 20 percent reassigned time during any semester, except if funded and supervised outside the District (e.g., ACE and State Academic Senate), will be evaluated on the performance of reassigned time activities during the term of assignment. If reassigned time continues for more than one academic year, evaluation is to be conducted on an annual basis. A set of three appraisal forms are used to evaluate faculty receiving multi-year 20 percent or greater reassigned time, including division chairs who receive 50 percent reassigned time. Faculty serving as full-time project managers are annually evaluated by the fiscal administrator using appraisal forms for classified supervisors.

Self Evaluation

The faculty performance appraisal process is comprehensive, taking into account both instructional and institutional duties. This is a very time-consuming process. In some cases, appraisers may be timid about actually criticizing their peers. Many appraisers behave as if an evaluation is positive by default and that only suggestions for improvement need to be explicitly stated; in so doing, they neglect to comment on positive attributes and institutional contributions. Information in the self evaluation done by the faculty member is generally not included in the summary document nor is information about the evaluation of reassigned time.

Faculty members with reassigned time for ongoing projects are regularly evaluated on their reassigned activities. Those with reassigned time for a one-semester project typically do not receive a separate evaluation of the project. One-semester projects are often curriculum development, in which case the teaching appraisal team might, in some way, factor the reassigned activity into the evaluation. One-term projects that are pieces of larger grant projects are indirectly evaluated because the grant project must formally report on all work done.

Planning Agenda

None.

7C. Staff Development

7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

Descriptive Summary

The Staff Development Office at Mission encourages all faculty, staff, and administrators to participate in activities that promote professional growth. Staff Development is supported by a Mission Staff Development Coordinator (50 percent FTEF reassigned time), a District Coordinator of Staff Training (1.0 FTE) and a District Office Coordinator (1.0 FTE). The District Coordinator of Staff Training position was established in spring 2000. Staff Development is housed on the ground floor of the main building in S1-604 and provides technical support to faculty, staff, and administrators.

For all categories of employees, Staff Development (SD) provides:

- Mini-grant funding for conferences/travel, skill development and special projects;
- Workshops/boot camps throughout the academic year;
- Outside motivational speakers;
- Retreats for administrators and various other groups;
- Funding to divisions to be used to encourage associate faculty participation in flex day activities;
- Seminars introducing new full-time faculty to the Association of College Educators, Academic Senate, and various campus/District committees; and
- Funding and support for College activities which cover a variety of topics such as software/hardware instruction, cultural diversity on campus, and forums with College and District administrators.

Employees are notified of SD opportunities through interoffice mail, district-wide e-mail, posters, flex day announcements, the Staff Development Web site, academic senates, division chair councils, part-time faculty mailboxes, and postings in division offices.

Self Evaluation

The current College SD and District staff training coordinators are energetic planners who are responsive to new approaches. The CESTA survey found that employees favorably rated the following:

- The quality of staff development programs and services;
- The extent to which faculty/staff are encouraged to use computer resources; and

- The extent to which the use of innovative methods of instruction is supported at the College.

The SD Resource Center regularly offers technical advice and demonstrations during scheduled hours and upon request. To increase associate faculty participation in events and use of SD resources, the coordinators have proposed moving the SD Resource Center to a location adjacent to the Part-time Faculty Center on the second floor. They are interested in creating a year-long orientation program composed of monthly seminars for classified staff. They are also considering a longevity/recognition awards program for all categories of employees, and recently conducted a survey seeking employee feedback on this matter.

With respect to the appropriateness of opportunities, and whether they are consistent with the institutional mission, Core Value 5 of Mission College Core Values and Goals 2000-2003 states, "Raise institutional standards by developing the potential of the Mission College community and providing the tools necessary to foster innovation, responsiveness and excellence" (Ref. 7.12). Many activities are offered to enhance job effectiveness by promoting use of new technologies and addressing a range of workplace issues, such as communication skills, safety, and diversity.

Professional development opportunities are available to all personnel, including faculty, administrators, and staff. According to the 1999-2000 Staff Development expenditure report, SD supported 148 people attending 84 conferences. There were a total of 172 SD activities, 85 department meetings, and 26 division meetings. Other activities supported by the College and the District totaled 87. It is important to note that the State Report did not have sufficient information needed to analyze the effectiveness of staff development for all employee groups. Staff Development received almost 200 (30 percent) responses to a SD evaluation survey.

If categories of staff are drawn more narrowly, however, some pockets of disenfranchisement appear in three distinct areas: access to information regarding staff development opportunities, comprehensive new employee orientations, and career development opportunities. It is not clear that facilities and custodial staff are given consistent opportunities to participate in staff development events, even though seminars of interest to them, such as team building and conflict resolution, are or could be offered. Some are probably unaware of SD activities because not all facilities and custodial staff have access to campus e-mail. The same is true of associate faculty, which is the group SD feels is most cut off from opportunities. E-mail deprivation is not merely the denial of a perk; it is a serious communications deficiency in the College. Although Staff Development places hard copies of much information in the Part-time Center, more effort needs to be given to disseminating all information to all constituents.

A majority of administrators and supervisors are supportive of staff development opportunities by classified staff, but, due to the nature of their jobs, staff members are not

always able to attend career development opportunities during working hours. Classified staff members working in the Library must demonstrate that the staff development activity is absolutely needed for them to do their job in order to receive flex/release time to attend. One particular concern about mini-grant funding is that classified staff members are not well networked to sources of information on professional development activities that may exist outside the College. Staff Development has requested and is expecting to receive fiscal year 2002 funding for improving orientation of new classified staff.

Whereas new full-time faculty members are offered professional development activities as part of their year-long orientation program, new full-time classified staff members are given a less detailed explanation of benefits, union membership, sick leave policy, etc. Time permitting, mention is made of the Growth Incentive Program for classified staff, but no formal method exists for explaining or promoting it. Associate faculty members are given an orientation during flex days, which includes an overview of College policies and facilities.

The skills, technologies, and growth opportunities imparted through staff development activities do foster innovation, but there are still ways to improve. Innovation at its creative best requires free time, something the College provides only in the occasional sabbatical or rest and rejuvenation leave for faculty. Serendipitous collaborations often lead to innovations. The College and SD do not promote unstructured opportunities for employees to meet and discuss information and ideas.

Planning Agenda

None.

7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary

The planning and evaluation of SD is conducted through three separate committees, which reflect representation from all employee groups. The Mission College Staff Development Planning Committee is comprised of two administrators, four faculty and two classified staff. The Faculty Professional Development/Flex Committee is comprised of five faculty. The Staff Development Mini-Grant Committee is comprised of one administrator, two faculty, and one classified employee. Workshops are decided by College flex committees and by SD in response to requests and opportunities. The flex committee faculty are selected and approved by the College Academic Senate. Post-event evaluations are handed out and collected for all activities.

The District Staff Development Steering Committee is the District Council. The council includes representation from all constituent groups and provides overall direction for district-wide staff development.

Self Evaluation

The Staff Development Office is currently making a significant effort to include all categories of staff in the planning and evaluation of staff development programs. The current makeup of staff development committee members reflects representation of administrators, faculty, and classified staff. Additional efforts have been made recently to increase input by classified employees and to devise more programs that will meet their needs. This trend underscores a shared desire to make staff development an integral part of campus life, designed for and made available to all staff.

Planning Agenda

None.

7D. General Personnel Provisions

7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The District has a comprehensive Human Resources Procedures Manual that was drafted in 1998 (Ref. 7.13). The manual sets forth policies and procedures used by HR to ensure equal employment opportunities, consistent processing of District human resource paperwork, and the fair implementation of District employee programs and requirements. According to the manual itself, this document was intended to provide:

- A manual for HR staff so that substitutes and new personnel would be able to perform the procedures efficiently;
- The basis for evaluation of the effectiveness and efficiency of existing procedures; and
- A resource guide to those outside HR who use the procedures.

A copy of this manual is currently available to employees through the District Planning and Research Intranet System (PARIS).

Using this document as a guide, the HR staff is responsible for ensuring that District policies are carried out. Assignments are divided among HR staff members who specialize in the services offered to specific categories of employees. For example, one staff member handles recruitment responsibilities while another manages benefits.

District HR personnel are available to review paperwork and answer questions at the Mission campus on Tuesdays and Wednesdays from 2:00-5:00 p.m. and on the first Tuesday and third Wednesday of each month from 2:00-7:00 p.m. All hiring paperwork, including job announcements, supplemental questionnaires, and hiring committee lists, are routed from Mission to HR through the Administrative Specialist for Personnel in the Office of Instruction.

Self Evaluation

The development of the Human Resources Procedures Manual is a superb accomplishment in officially establishing the policies and procedures of the employment process. It has significantly aided in clarifying and documenting employment procedures. Furthermore, the posting of this document on PARIS has greatly added to the ability of staff and faculty to access HR policies and procedures when necessary. Many staff and faculty, however, are unaware of the availability and location of hard copies of this manual.

Yet, while this document clearly lists policies and procedures, it does not ensure that they are being followed and fairly applied. This task depends, to a great extent, on the communication between Mission staff and HR. Communication between these entities has improved significantly with the establishment of the Administrative Specialist for Personnel position in the Office of Instruction. This position allows HR paperwork to be consistently routed through one conduit. Thus, errors and discrepancies are more reliably discovered and corrected. While this has facilitated an improvement in the communication process, the fact that District offices are located away from the Mission campus seriously impedes the ability of Mission employees to get questions answered quickly and for adherence to policies to be more efficiently monitored.

In addition to issues of communication, the extremely high turnover of HR staff in recent years has, to some extent, affected the consistent application of employment policies and procedures. The recent hiring of the Director of Human Resources and other positions have helped to return a level of stability and guidance to HR. These personnel changes have also brought about many positive changes in employment procedures. Job announcements, applications, and other employment forms are available on-line through the District Web site. The hard copy forms of job announcements have been updated and revised with a more professional appearance, and the recruitment process is being improved upon by advertising on a number of Web sites including ccollegejobs.com, higheredjobs.com, and the Chancellor's Office registry.

One area of concern is the consistent treatment and management of hiring committees. Classified involvement in hiring committees has not been applied equitably. While some committees include classified staff members in all steps of the hiring process (establishment of job descriptions, paper screening, establishment of interview questions, interviewing), others utilize classified staff only for the interviews. According to HR, it is the right of every committee member to be included in all of the hiring committee

responsibilities. While a staff member from HR has recently been meeting to discuss responsibilities and guidelines with most hiring committees at West Valley, Mission has not yet taken advantage of this opportunity on a consistent basis. Mission has, however, offered workshops on the topic of hiring committees, which are open to all staff and faculty.

Planning Agenda

- The College should establish a permanent human resources department at Mission College to ensure compliance in hiring and training and to meet diversity goals.

7D.2 The institution regularly assesses and reports its achievement of its employment equity objectives, consistent with the institutional mission.

Descriptive Summary

The College's mission statement (2000-2003) expresses the objectives of "providing opportunities for life long learning in a supportive environment, responsive to the unique cultural and demographic diversity of a changing community." The College has an extremely diverse population, and it is the College's goal to provide a faculty and staff that represent approximately the same ethnic diversity as the student population. As the College and District seek parity in diversity between students and employees, it is imperative to keep records of faculty and staff demographics. The Director of Human Resources annually prepares a performance report for the Faculty and Staff Diversity Program (Ref. 7.14). This report is requested by the State Chancellor's Office. It describes employee gender, ethnicity, and other demographic data.

Self Evaluation

The process of delivering performance reports that represent the demographics of the District's employees allows the District to evaluate how successfully it is reaching its hiring goals. Until recently, the report has proven successful in creating a clear picture of the College's demography and has resulted in progress toward meeting diversity goals (Ref. 7.15). Unfortunately due to recent turnover in HR personnel, this report was not generated in 2000; the 2001 report will be available in summer 2001.

Planning Agenda

None.

7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

Descriptive Summary

Policies and procedures are available for review in HR. The District Policy Manual is also available in the Chancellor's Office, the President's Office, the Vice President of Instruction's Office, the Library, and every manager's office. The District Policy Manual is in the process of being reviewed and updated (Ref. 7.16).

In addition, the following are available on the WVMCCD Intranet, PARIS:

- West Valley-Mission Community College District Human Resources Procedures, completed September 1998;
- West Valley-Mission Community College District Employee Orientation Handbook, revised April 1999; and
- Summaries of the following policies from the District Policy Manual, revised in September 1999:

  Non-Discrimination and Affirmative Action Policy (Section 2.6),
  Sexual Harassment and/or Sex Discrimination Policy (Section 2.7),
  Drug-Free Workplace Policy (Section 2.8),
  AIDS Policy (Section 2.10), and
  Workplace Violence Policy (Section 2.12).

Human Resources, depending on the classification and employee choice, issues the following negotiated agreements to employees at hire:

- ACE
- SEIU (Ref. 7.17)
- Supervisors Association (Ref. 7.18)
- Police Officers Association (Ref. 7.19)

The Faculty Handbook, revised in October 2000, is issued to new Mission associate and full-time faculty during new faculty orientations and/or delivered to faculty mailboxes (Ref. 7.20).

Self Evaluation

Most of the policies and procedures have been revised within the last two to three years. The Board of Trustees is currently undergoing a thorough review of the District Policy Manual. Mission employees have access to written policies and procedures affecting them. More HR information is posted on the Intranet. Changes and clarifications are announced or reviewed in the Staff Development Newsletter and in the Human Resources Newsletter.

Planning Agenda

None.

7D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

Human Resources maintains all records and ensures that they are secure, private, complete and permanent. The Human Resources Procedures state the following process for review of an employee's personnel file.

- The HR Specialist (academic or classified) responsible for the files will arrange a mutual time to meet with the employee requesting review of his/her personnel file. The Specialist will remain with the employee during the review. An employee may not review the file alone. The employee will complete a copy of the Personnel File Review form, which is included in the file.

- A supervisor, administrator, law enforcement agency representative, a representative from the courts, and other personnel authorized to access personnel records wishing to review a personnel file should arrange to meet with the HR Specialist responsible for the file. Prior to the beginning of the review, documentation of the Personnel File review form will be completed. This form is included in the personnel file.

- When it is necessary for a personnel file to be reviewed by individuals outside of HR, the individual examining the file should complete the Personnel File Log with the Office Executive Assistant or the HR Specialist. Once the review is completed the file shall be returned to the HR Specialist or the Executive Assistant within two working days. The Director of Human Resources must approve an extension of the two-day period. The HR Specialist or the Executive Assistant will note the return of the file in the Log and the person returning the file will initial the Log. The review is to be noted on the Personnel File Log.

- All confidential material and sealed records shall be removed from the file before anyone, other than the employee, reviews the file.

Self Evaluation

Prior to any document being added to an employee's personnel file the employee is notified. If he/she so chooses, the employee has the opportunity to respond in writing to the content in the document. No document is put into a personnel file that is anonymous.

Completed evaluation forms are signed by team members (faculty) and the evaluatee; or by the employee (classified and administrative) and the supervisor; prior to placement in a personnel file. As indicated above, there are strict procedures that must be followed by anyone wishing to see a personnel file and access is severely limited. There is no mention in the Human Resources Procedure Manual regarding the inappropriateness of a supervisor or team member/leader retaining a copy of an evaluation form. This is of concern since records kept by a supervisor or team member are not private and may later be read by unauthorized individuals. HR is very professional in its handling of personnel records. Concern only arises when copies of documents are made prior to forwarding to HR.

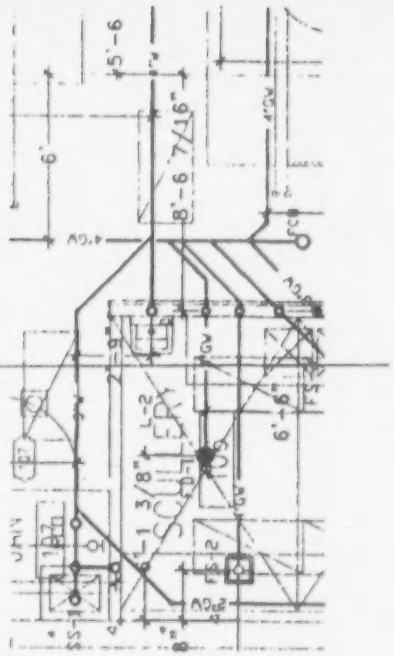
Planning Agenda

None.

References

7.1 Faculty Selection Committee Professional Development Manual
7.2 Education Code Sections and Title 5 Regulations on Minimum Qualifications
7.3 Student Assessment of the College Environment (SACE) Survey
7.4 Faculty Selection Committee Professional Development Manual
7.5 Mission College Catalog, 2000-01
7.6 Association of College Educators (ACE) Contract
7.7 Associate Faculty Evaluations
7.8 Classified Employees Questionnaire
7.9 Classified Staff Performance Appraisal Form
7.10 Administrative Performance Survey
7.11 Cultural, Environmental, Structural, and Technical Assessment (CESTA) Survey
7.12 Mission College Core Values and Goals, 2000-03
7.13 Human Resources Procedures Manual
7.14 Faculty and Staff Diversity Program
7.15 Diversity Goals Memo, May 19, 1999
7.16 District Policy Manual
7.17 Classified Union (SEIU) Contract
7.18 Supervisors (Teamsters) Contract
7.19 Police Officers Contract
7.20 Faculty Handbook

Standard 8



Standard Eight - Physical Resources

Co-Chairs Jim Burrell

Members	Judy Hooper	Student Development - Counseling
	Mike McKenna	Applied Science - Fire Technology
	Joseph Ordaz	CATA - Music
	Arthur Casper	Natural Science - Physics
	Peter Xiques	Technologies - Draft/Semiconductor
	Tab Morales	Student Development - Counseling
	Diane Pette	Student Development - Counseling
	Cliff Monroe	Technologies - Drafting
	Christine Oborn	Contract Education
	Keith Johnson	CATA - Music

STANDARD EIGHT: PHYSICAL RESOURCES

The institution has sufficient and appropriate physical resources to support its purposes and goals.

8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.

Descriptive Summary

Mission has dramatically developed its physical resources and does effectively ensure that adequate physical resources are provided to support its educational programs regardless of where or how they are delivered. Major changes include the completion of new buildings on campus as well as approval for the construction of others.

The Campus Center had its grand opening in November 2000. It houses Student Services, club rooms, conference rooms, cafeteria, bookstore, District Police, and large computer lab facilities. The newly completed Library and Telecommunications Center have been occupied since spring 2001. In 2001-02, the new Child Development Center and the new Science Technology Building, which will house Natural Sciences and Engineering, will be completed. Concurrently, the construction of phase II of the gymnasium is scheduled to start in 2001. The facility and will contain offices, weight rooms, lockers and showers (Ref. 8.1).

There is still a need for additional classroom space and facilities, however. Of the 163 acres originally designated for Mission, the College now uses 85 acres, and the District leases the remainder for commercial development. This lease income partially funds construction at Mission College, but the limited land space also influences the physical capacity for building. Historically, when additional construction was curtailed due to the passage of State proposition 13 in 1979, the need for classroom space was partially solved with the moving of the surplus portable classrooms from West Valley's former Campbell site to Mission. In 1998, the portable classrooms were moved to the west side of the main building to accommodate the construction of the Campus Center. The portable classrooms were remodeled at that time. Such temporary solutions have not completely addressed the need for more classroom and office space on campus.

In addition, the main building's design cannot always accommodate the changing teaching environment on campus. In the original design, the main building was the core of a larger spider-like network of building wings. Most classrooms were intended to be in the four wings, while quiet study space and small-group meetings were to be primarily slated for the main building. When construction was halted in 1979, the main building became the primary source of classroom space. Only one large lecture classroom was

built, and other classrooms were designed to hold groups of 20 to 25 students. Gradually, the administration and faculty developed the teaching environment into a more traditional design that required converting self-study areas into lecture classrooms with occupancies of 30 to 50 students and the addition of audiovisual equipment.

Parking space is another area that has grown but which may also deserve further development in the future. The campus supplies over 2500 parking spaces; a new staff parking lot of 300 spaces on the south side of the campus is shared on weekends and evenings with the neighboring Mercado Center and AMC theatres. The College uses all the available parking on weekday evenings after 5:00 p.m. for evening classes. Due to existing land constraints, additional parking will not become available until a multistory parking facility is constructed. Handicapped parking is located next to the south side of the main building with additional spaces in the staff parking lot. Special short-term parking is provided in the staff parking lot for parents who are dropping off or picking up children from the child care center on the southwest side of the campus.

Self Evaluation

One of the benefits of the main building facility is that its construction lends itself to fairly easy modification. The modular wall construction allows for walls to be added or moved relatively easily, permitting adjustments to be made to meet educational and learning objectives. Current and future building is projected to bring a number of positive benefits. Due to increased building, interior space in the main building will be able to be remodeled and utilized for other purposes. A portion of the second floor and part of the third floor vacated by the Library will be remodeled. Phase II of the gymnasium will probably have no significant secondary effect until the construction of the dance rooms and fitness labs in the future.

At an off-campus site, a Fire Technology training facility is currently being developed as a regional fire training facility to be cooperatively shared with surrounding fire departments. It will be located on 25 acres at the old Moffett Field Naval Air Station site in Mountain View and will be managed by the College.

As departments and programs have developed and grown, and monies from grants have become available, fast growth has sometimes resulted in an overtaxing of infrastructure resources. A number of facilities-related problems have emerged as a result of the changes in the main building classrooms. Since the building was not originally designed for lecture classroom teaching, problems of noise, climate room balancing (both heating and air conditioning), sufficient power, and data outlets have appeared as walls were put in place to create lecture rooms.

As Mission has substantially updated its technological resources, that too has placed a strain on the existing electrical and data infrastructure. Circuit breakers are being overtaxed and data ports are insufficient. Departments making upgrades or changes do

not always investigate the cost of installation or necessary furniture, straining fiscal resources when actual changes are made.

The Educational and Facilities Master Plan (E&FMP) has identified some unmet needs, which include a need for more classrooms, high-tech (computer) labs, performance studios for the arts, and increased space for many programs and departments (Ref. 8.2). The plan suggests three new buildings that would replace the existing old portable classrooms and add increased classroom space. One building would house the humanities, fine arts, music and possibly some of the current communications division, and would include a performance facility. Another building would provide general classrooms and high-tech lecture and lab space for the College's technology programs and probably some business programs. An additional recommendation of the E&FMP is to construct a permanent large building to hold Community Education and Contract Education. This building could provide more lecture classrooms and computer labs, a conference center, and space for the Institute for International Studies. Providing a separate building for these programs and services would reduce the need for them to request space utilized by the credit program.

The E&FMP indicates three major objectives: (1) remove the temporary structures currently occupying the center space of the ground floor of the main building, (2) move all student-oriented services to the ground floor, and (3) eliminate the portable classrooms. All remodeling retains the idea of upgrading the infrastructure of power, data, and sound quality, while maintaining the element of flexibility so that future changes can remain feasible.

Presently the campus has a space inventory (as of October 2000) distribution as follows:

Classrooms	30.4k asf	15.2%
Laboratories	45.5k asf	22.7%
Offices	31.9k asf	16.0%
Library	21.5k asf	10.7%
Physical education	24.7k asf	12.3%
Media	4.6k asf	2.3%
Assembly	32.2k asf	16.1%
Data/shop services	9.4k asf	4.7%

According to the Five Year Construction Plan (2001-2005), the following projects are anticipated:

Buildings	Occupation Date
Learning Resource Center	Spring 2001
Child Development Center	Spring 2002
Science & Technology Complex	Fall 2002/Spring 2003
PE phase II	Fall 2003-04

Main Building Remodel

3rd Floor	Fall 2003/Spring 2004
2nd Floor	Fall 2003/Spring 2004

Planning Agenda

None.

8.2 **The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.**

Descriptive Summary

Management, maintenance, and operation of facilities are directed first from the district level, then from the college level. The District provides the College with a dedicated full-time facilities manager on-site who manages basic maintenance and remodeling on the campus. Custodial and grounds workers are District employees with supervisors at the District facilities office located at the West Valley campus in Saratoga.

A College advisory committee composed of a diverse group of faculty and staff work with District facilities personnel to review facilities and safety issues and make recommendations to the College President. In addition, this Facilities/Safety Committee has become the steward of the facilities section of the E&FMP; the committee reviews all building remodeling and modification plans for completeness, compatibility with surrounding environments, safety, and consistency with master plans and color schemes (Ref. 8.3).

The Facilities/Safety Committee establishes the facility budgetary priorities for the College. In 1998, the Dean of Administrative Services structured the College budget so that the committee would get a working budget based upon Fund 60 (State and local funds for facilities and maintenance) and 10 percent of general discretionary dollars. The total of these funds has been averaging $150,000 each year for facilities projects. The working budget is used for projects such as carpet replacement, painting, purchasing classroom furniture, and grounds maintenance (Ref. 8.4). The committee works very closely with both College and District facilities managers in determining projects and setting priorities. The District's Director of Facilities' budget provides funding to many projects annually and the Mission-West Valley Land Corporation augments College/District resources.

Self Evaluation

One of the major problems identified at Mission has been facilities "big ticket" items. For example, carpet replacement has taken almost one-half of the annual facilities

maintenance budget each year for three years (and is still far from complete) leaving little for other deserving projects. Due to financial constraints, a number of projects have been identified as "ongoing." A budget strategy has been developed whereby the College continuously moves to meet its goals and obligations, including:

- Soundproofing classrooms from neighboring room noise;
- Rewiring classrooms, removing illegal extension cords, and pulling new wire with larger circuit breakers;
- Replacing wooden balusters along the second floor exterior walkway;
- Upgrading office furniture;
- Improving the grounds appearance by funding landscaping projects;
- Purchasing and installing bulletin boards to minimize the use of tape and staples;
- Purchasing storage sheds to place in the yard behind the power plant;
- Resurfacing gym and dance floors; and
- Converting some traditional classrooms into multimedia classrooms.

During the last five years, completed projects of the Facilities/Safety Committee have included:

- Re-carpeting front lobby, ground floor periphery, center space, second floor, and stairwells;
- Replacing the wooden balusters along the second floor exterior balustrade;
- Replacing the interior and exterior lights as part of an energy conservation upgrade;
- Rewiring classrooms to eliminate power strips and extension cords;
- Painting the main building, Hospitality Management, and the temporary classrooms;
- Replacing tablet arm student desks in several classrooms with regular tables and chairs;
- Establishing a program to improve office spaces and upgrade office furniture with ergonomic furniture;
- Installing blinds in high-tech classrooms to reduce outside light pollution;
- Installing soundproofed walls between adjacent classrooms; and
- Purchasing bulletin boards for posting information around the campus.

In addition, the Facilities/Safety Committee has allocated portions of its resources to maintaining emergency supplies (food, water and blankets) for 500 people for 72 hours and funding an hourly person for the recycling program and a student hourly to remove tape and staples from the interior and exterior walls.

As part of space management, the Facilities/Safety Committee oversees the general allocation of space throughout the College. The Dean of Administrative Services staff centrally controls assigning rooms for rental or meeting purposes. The Office of Instruction centrally controls assigning rooms for the credit instructional programs. There

are three types of room reservation: (1) for internal use, such as classroom assignments based on enrollment, lab, and technology needs, (2) for other internal use, such as committee or other meetings, and (3) for space rental. The Office of Instruction has first choice of rooms. It schedules all campus facilities that are required for instructional programs. All other reservations are prioritized in the office of the Dean of Administrative Services using procedures for rental of College facilities established by the College and policies approved by the Board of Trustees.

Planning Agenda

None.

8.3 **Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.**

The College has a long history demonstrating its commitment to access and safety and to maintaining a healthful environment. The Facilities/Safety Committee has been the oversight group ensuring that standards to which the College and District are committed are carried out.

The College and the District are committed to reducing waste production, appropriately storing and disposing of wastes according to State and Federal regulations, and recycling wherever possible. Environmental Planning Consultants prepared an Integrated Waste Management Plan for the California Integrated Waste Management Board. This plan identifies the waste streams generated by all the activities of the College. The plan recommends the hiring of an hourly employee to oversee the establishment of a formal recycling program. A number of options are identified. These options will have to be evaluated based on the funding available.

Staff members from the Disability Instructional Support Center (DISC) continuously evaluate access. Representatives from DISC sit on the Facilities/Safety Committee and report on immediate needs as well as Americans with Disabilities Act (ADA) obligations. The District has been active in upgrading the College facilities with matching State funds to bring the campus up to ADA requirements. For other unmet needs, the Facilities/Safety Committee establishes budgetary funding.

Security remains a high priority. The College has full District Police coverage during weekday and evening classes. On weekends and evenings, the coverage is less than desirable; during these times only one officer covers both Colleges and immediate response falls to mutual aid with county communications and the City of Santa Clara Police Department.

Since the opening of the Mercado Center and the AMC theatres next to the College, safety has been an increasing concern.

Vandalism

Casual theft has increased due to opportunity (unlocked or unsecured doors, items left unattended); restroom mirrors are defaced; garbage cans are tipped over; and owl habitats are disturbed.

Car Theft

In spite of warnings from faculty, staff, and posted signs warning students not to park in the Mercado lots, students continue to park in the lot for the ease of access to the campus and to avoid the Mission parking fee of $2 per day or $30 a semester. Some students parking in Mercado Center lots adjacent to the College have had their cars broken into and stolen. The Mercado Center has become the number one crime area in the City of Santa Clara, consistent with the AMC theatres in the center being the most attended of all the company's theatres in the Bay Area.

Burglary and Theft

Open classrooms have had audiovisual equipment stolen from inside (e.g., ceiling mounted digital video projectors, video cameras), and offices have been forced open and money and valuables have been stolen. Some of the burglaries suggest that keys may have been used, implying that keys may have been stolen and then used for entry.

Self Evaluation

Access requires continuous re-evaluation. As the College becomes more open and recruitment draws an even more diverse group of students, the College needs to be prepared to meet the changing needs. The Disability Instructional Support Center is active in determining and meeting student needs. Projects include the replacement or installation of the following items:

- New signage throughout the College;
- Lever door handles instead of doorknobs;
- Lever handles on restroom faucets;
- Automatically flushing toilets;
- Wheelchair accessible stalls in all restrooms;
- Wheelchair accessibility to lecture hall (SE2-104);
- Fire alarm pull stations lowered for wheelchair accessibility;
- Alarm strobes to complement audible alarms;
- Mobile accessible computer work stations; and
- Additional electric doors (SE2, NW1).

However, accessibility to many offices, such as Admission and Records and Financial Aid still must be brought into compliance.

Mitigation of the security issues has been difficult. The campus has, until recently, enjoyed a relatively low crime status and the staff has become used to a laissez faire attitude. Many areas have re-keyed doors and, as a result, not all locks are on the master key and security/safety issues have been compounded. The safety committee has worked to educate College personal, and two safety-related proposals are being considered: (1) photo ID badges to be worn by all faculty and staff and (2) re-keying the entire campus and limiting accessible doors during shut-down periods.

Unfilled District Police positions have caused a coverage problem. Without sufficient police presence, crime is inevitable. Due to the general shortage of police officers statewide, qualified police officers tend to take positions with higher paying municipal agencies. As a result, on weekend evenings, response time is long and overall coverage is poor because only one District Police officer covers the two Colleges. Although city police do respond to emergency calls, they cannot provide preventive security on campus.

In order to meet the intent of the regulations involving purchasing, tracking, and disposing of hazardous wastes, each area generating hazardous waste must maintain its own inventory. Currently there is no master inventory of chemicals that is electronically available, although inventories for the Anatomy and Physiology and Chemistry labs are kept current, with waste collected once each semester. Wastes are segregated at the source and are labeled and stored in compliance with regulations.

Planning Agenda

None.

8.4 **Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.**

Descriptive Summary

A variety of procedures exist for the selection and purchase of equipment needed for educational programs and services. Purchases include computers and networking hardware and software. The District makes some purchases, especially those related to electronic mail or District forms, which have specific minimum hardware and software constraints. Outside of these systems, various groups make their own determinations, such as Administrative Services ordering supplies for campus/faculty copiers.

All equipment costing more than $500 must be inventoried, and all work or items costing more than $15,000 must go out to bid.

Once it has been decided that a budget has the resources to purchase equipment, defined as items costing $500 or more each, a purchase requisition is created and sent to the Purchasing department. A request for equipment in the area of technology, hardware, or software is reviewed and signed by the Dean of Instructional Technology and Distance Learning. This allows the Dean to ensure the equipment is applicable for the task and/or program purchasing the equipment and can be supported by the College or District.

Every other year, a team conducts an inventory by scanning the bar code labels on all equipment district-wide. Once all equipment in a room is scanned, a corresponding bar code label is placed in every doorjamb and scanned. This process allows for equipment that has been relocated to another area to be recorded in its new location.

When repairing or upgrading inventory, computers, printers, and scanners most often need upgrades or repairs. The District established an Information Systems (IS) office at Mission College to assist with repair requests. The office has a software and a hardware specialist who respond to e-mail or verbal requests left with the IS Help Desk located at the District offices.

Several image servers are being used to repair or install computer software. An image server allows for fast computer setups by using image-multicasting technology. A lab of 31 computers may be set up in less than one hour.

If equipment is to be replaced, the purchasing department will send a "Recommendation to Dispose of District Property" form to the requesting department (Ref. 8.5). This form gathers information as to what the department is planning to do with the current equipment. Departments may choose to give it to another department or program, have it auctioned to the public, or have it disposed of by the District.

When a computer lab is scheduled to be upgraded (planning strategies put in place by GAP specify that one to two labs per year be upgraded), the "old" computers are repaired or upgraded and redistributed by the Instructional Technology Committee.

The State Tech II funds were accepted by the Board of Trustees in fall 2000 for the planning for Instructional Technology. In the plan, provisions for developing a District comprehensive technology plan, including a replacement plan, are laid out. Also, funds are allocated to each College for improving technology infrastructure.

Self Evaluation

Current inventory processes are effective. The process for replacing equipment would be more effective if the process was documented and the personnel at the College were provided with training. Interviews show that many faculty, staff, and administrators are unaware of how equipment is replaced or how to obtain equipment that has been replaced or updated by another department. According to Tech II plans, replacement of technology

equipment should be planned for every three to four years. Given the desire to increase college-wide recycling, the College needs to find better avenues for recycling old computers and high-tech equipment.

Stationing IS staff at Mission has reduced response time for repairs significantly, but several issues remain. Currently, there is a software technician and a hardware technician who respond to repair requests. Information Systems sets minimum standards for hardware and software it will support. This has caused some frustration when the hardware technician responds, only to advise that the problem is a software issue and another request must be made, or vice versa. Some departments have been so frustrated that they continue to renew thousands of dollars worth of service agreements for equipment that can be repaired by the District.

Planning Agenda

None.

8.5 **Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.**

Descriptive Summary

The College created a planning council, the Governance and Planning Council (GAP), to obtain input and determine the strategic direction for the College. A budget planning strategy was developed to fulfill the objectives set by the various departments, programs, and GAP. The Governance and Planning Council ensures that requisite resources for success are acquired and are properly committed. It surveys the various internal components of the College to determine what resources will be needed to achieve its goals. The Facilities/Safety Committee receives the GAP list with basic rankings in terms of overall College goals. Then, the Facilities/Safety Committee prioritizes the list based on the E&FMP.

A master plan for the landscaping of the College was developed with funds from the Mission-West Valley Land Corporation, and landscaping has proceeded according to this plan. Currently, there are only three grounds workers responsible for the landscaping, maintenance and renovation of 85 acres of land. Eighty percent of the work done underground involves irrigation systems, damage due to construction, and valve replacement. The remaining time is spent collecting garbage and trash from the acreage. Upon completion of the Science and Technology Building, the grounds manager will request that the District hire another full-time grounds person. Currently, the grounds department prioritizes maintaining the burrowing owls' habitat, installing interior plants, and repairing what damage is done by construction.

The Land Corporation has been supportive of improving the appearance of the College. The Fire Technology Club has planted trees that were purchased with funds from the Land Corporation as no funds were allocated for the planting. Future plantings are scheduled.

Self Evaluation

The District Director of Facilities develops and implements a Five Year Construction Plan. Care is taken when updating the plan to ensure continuity from one edition to the next. Clear guidelines are established so the essence of the overall plan is protected and the long-term goals are consistently adhered to and maintained. The macroscopic architecture is protected so that the underlying geometric layout of the building corresponds with radial lines from the central main building out to the circular roadway, which is a theme repeated in the campus layout (Ref. 8.6).

Landscaping is dynamic; trees, bushes, and flowers are constantly in need of replacing as some of them die, break. or are removed (destroyed). Some of the existing trees are not native to this area and do not do well. As part of the landscaping plan, palm trees have been planted to define the entrance to the College. Completion of the planned landscaping depends upon construction progress and funding. The District landscaping budget for Mission College is only $5,600 per year, the majority of which goes into maintenance costs, leaving little for improving landscaping. During the previous two years. the Facilities/Safety Committee has been allocating approximating $15,000 each year to supplement the District allocation, making it possible to improve the appearance of the College grounds.

At this time, landscaping is more or less on hold until construction of each proposed building is complete. As a building is completed, the State provides minimal landscaping money to cover an area of 12 feet surrounding the building. College plans call for an increase in the number of trees around the perimeter of the College, as well as the areas within the College grounds, specifically more Redwood, Bradford pear, Raywood Ash, and Crepe Myrtle trees. The desire is to further beautify the campus with water fountains, sculptures, and lawn areas for student use. The District has to provide the additional money needed to continue meeting the extensive landscaping needs.

As programs evolve and infrastructure upgrades are required, it is the responsibility of both GAP and the Facilities/Safety Committee to ensure that necessary facility upgrades can be funded. Priority in funding those projects must be assured. The Facilities/Safety Committee has been given the responsibility to review any and all facility modifications, including computer lab upgrades and function changes. In this way the College can meet its planning goals.

Planning Agenda

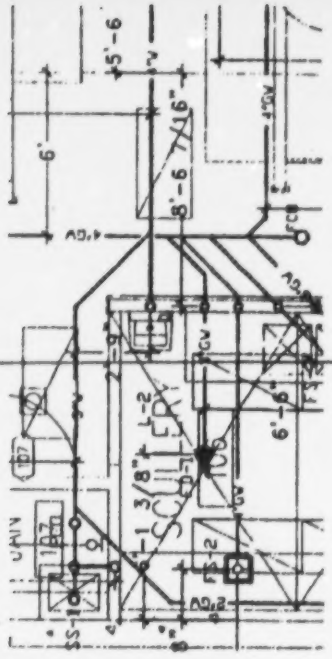
None.

References

8.1 Five Year Construction Plan, 2002-05
8.2 Mission College Educational and Facilities Master Plan (E&FMP)
8.3 Charge of the Facilities/Safety Committee
8.4 FY 99 and FY 01 Prioritized Projects
8.5 Recommendation to Dispose of District Property Form
8.6 Maps

Standard 9

25
MISSION COLLEGE



Standard Nine - Financial Resources

Chair	Worku Negash and Steve Dinger	
Members	Carment Musat	Mathematics
	Phuong Nguyen	Student Development - Counseling
	Ileana Lori	Mathematics
	Greg Mostyn	Commercial Services - Accounting
	Gwen Quail	Contract Education
	Carolyn Zerboni	Communications - English
	Dennis Reker	Community Representative

STANDARD NINE: FINANCIAL RESOURCES

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, consistent with its educational objectives.

9A. Financial Planning

9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The College had just gone through a major reorganization the year before the last accreditation visit (1995). The year following the evaluation, the institution developed a comprehensive budget process that incorporated positive changes in determining the short and long-term goals of the College. The College Budget Advisory Committee (CBAC), at the time a 26 member committee, was comprised of staff, faculty (10 instructional division chairs), administrators, and student representatives. All members assisted in the shared governance of the budget planning process. There were four distinct categories. including: (1) Strategic Direction, (2) Facilities Modification, (3) Program Maintenance and (4) Administration.

Considerable attention was given to building an "inclusive" atmosphere when determining the needs of the College. In the needs assessment and discovery stage, the College based its budget on a "bottom up" management style ensuring that the entire College could make requests within the four budget categories. Program Review data and the Mid-program Review follow-up contributed to the budget priority process' success.

Over the course of the next two years, departments became aware of the budget process and their role in it. The College benefited from collecting internal statistical data on expenditures. Tracking spending over multiple years helped the College estimate future costs within departments and offices. The budget committee also identified cost savings when access to cross-departmental data prepared it to "bundle" multiple item purchases of similar furniture and equipment.

In 1997-98, CBAC created a sub-committee to further refine the budget allocation formula within the four previously mentioned categories. With the student population approaching double-digit growth, each year the highest priorities became improving student services and developing the Weekend College. Again, historical data were collected on the spending of each budget category since the conception of the budget model. The student services budget was increased an additional six percent, and the

categories Strategic Direction and Program Maintenance were looked at carefully to make sure that a comprehensive Weekend College program would include infrastructure services like library, testing, tutoring, security, bookstore, and cafeteria.

The collective revision of the College's budget allocation process has more closely linked it to the core values and goals. The process is inclusive, by taking requests directly from staff and faculty, and is also true to the College's long-term plans because of its ties with GAP, the Governance and Planning Council of the College.

Carryover/unspent year-end balances go directly to handle contingency funds (the President's Discretionary Fund and the College Reserve Fund), and the remainder goes to the following year's budget. The new budget model will begin to reduce the level of the carryover in any given year. The College also systematically pursues Federal, State, and private funding sources to enhance its financial position.

Self Evaluation

The College is making significant progress in its effort to link planning and budget through the adoption of the new budget allocation model. The 2000-01 fiscal year was the first implementation year for the new model. The process was smooth and participation was thorough. GAP and CBAC have identified some areas for improvement that will be addressed in the next budget cycle as called for in the model. The College needs to be especially careful to ensure that all new CBAC members are knowledgeable regarding the complex budget planning process.

In determining prio ities among competing funding requests, CBAC and GAP use as criteria the District Budget Priorities, the Educational & Facilities Master Plan (E&FMP), and the College's Core Values and Goals (Refs. 9.1, 9.2, and 9.3).

Consistent with its goals, the College, in collaboration with the Santa Clara Unified School District, did create a Middle College during the 2000-01 academic year. The program will commence in fall 2001. The College has provided adequate space and is committed to seeking full funding.

Planning Agenda

None.

9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Descriptive Summary

The District and College administrative services offices both have incorporated plans and procedures that reflect short and long-term resource availability and how they anticipate resources will be allocated. The College completed an E&FMP that reflects, as accurately as possible at this time, the amount and type of resources needed over the next five, ten, and fifteen years. Of course, the further the projection, the more tenuous the need becomes. The District offices are completing a similar process and, when finalized, the two Colleges will need to work with the District to develop a resource allocation plan that will realistically identify anticipated income and prioritize the requested expenditures.

Moreover, Mission has completed its first year using a new budget allocation model that links the College budget processes with those developed at the district level (Ref. 9.4). The College Budget Advisory Committee and GAP will review and revise the College model during the 2001-02 academic year and will put in place guidelines that will assist the College in meeting its resource needs in the future.

The current District model continues to support a conservative approach to the allocation of State apportionment funds. Once the income stream from the State arrives, the District Budget Advisory Committee (DBAC) examines the overall condition of the entire District. The District Budget Advisory Committee makes budget recommendations to the Chancellor. After that consultative presentation, the consolidated College and administrative services budgets are presented to the Board of Trustees as a single document for approval (Ref. 9.5).

The District has received additional funding from the State each year since the last accreditation report. All funding is distributed after district-wide fixed costs are identified. The remainder is distributed to the Colleges by an allocation formula (e.g., discretionary dollars and hourly budget). This funding mechanism may have the appearance of a three-way formulated disbursement between District Services, Mission College, and West Valley College. However, District Services has no fixed cost formula or index criteria relating to performance or growth. Again, this gives a general appearance of a "top-down" approach to the District fund allocation, although the two Colleges' funds are determined by an FTES formula and by College growth. At the last accreditation, the formula was split 60 percent for West Valley to 40 percent for Mission. Because of the continued growth at Mission, the formula is split 54 percent for West Valley to 46 percent for Mission in FY 2000 (Ref. 9.6).

The College continues to budget for instructional purposes by using the Weekly Student Contact Hours/Full Time Equivalent (WSCH/FTE) formula. The District has reduced the College goal from 551 to 525 WSCH/FTE since the last site visit. Higher enrollments and greater State funding have allowed the College to take on a more reasonable College goal and have improved the quality of instruction with slightly reduced class sizes.

Self Evaluation

The College believes that annual and long-range financial planning is critical to the efficient use of available resources. The District office plays a critical role in facilitating such planning and in implementing those plans in a fair manner. At present, the District is in the process of revising the District budget allocation model. Such a revision should include a thorough evaluation of the processes currently in place and alternative allocation models used elsewhere to distribute apportionment and other funds in multi-college districts.

Through the DBAC committee structure, the Colleges are able to provide input into the revision process. There is need for the Dean of Administrative Services and CBAC to evaluate how any proposed revision of the District model and Mission's new budget model function alongside each other. It is prudent for Mission to monitor the revision of the District budget model to ensure that the new District model is efficient, productive, and fair.

One area that needs further development is the linkage between the District budget process and that of the Colleges. Special attention should be given to District budget timelines that affect the College budget cycle. The Colleges' ability to expend budgets is tied to the timely release of funds from the District.

Planning Agenda

None.

9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.

Descriptive Summary

The E&FMP contains all annual and long-range capital plans. (A copy is available in the team room.) Every instructional and service area in the College completed an assessment that included an estimation of future physical facility needs. The Governance and Planning Council examined each future need to determine positioning for funding purposes. Mission's research analyst continues to collect trend data to provide a better foundation for requesting the necessary funds to accomplish each priority. Continuing growth in student enrollment and faculty hires drive the need for additional facilities.

The College, in collaboration with the District office, competes for State funding for most capital projects. Nevertheless, the College does pursue other funding sources, such as the Land Corporation, grants, and gifts, to assist in the annual and long-range capital projects.

Future capital expenditures are based on the E&FMP and a long-standing plan by the District to complete the facilities at Mission. Expenditures already scheduled include the

second phase of the physical education facility and the construction of the Science and Technology building. A cultural, technical, and performing arts facility is next in priority for requesting State funds. A general classroom building to replace the current Mission temporary/portable units and a parking structure will help complete the College. Funding streams provided locally will be needed in the future to construct the final building for Contract/Community Education.

All State capital construction standards are in effect when developing facility planning. The standards are based on FTES growth and the amount of State funding available for new facilities. The College works with District Administrative Services and the District Director of Facilities in considering existing buildings and their planned obsolescence. Roof repair, painting, HVAC upgrades, and maintenance are based on available District funds.

Self Evaluation

The College is on its way to finally having a completed campus and is expanding its ability to act as a community center for industry and local businesses. The College has a fully implemented capital expenditure plan in place that is driven by the educational goals and objectives of the E&FMP (Ref. 9.7).

The consistent and progressive completion of capital projects at Mission exemplifies the long standing need the College has had for such projects and the growth and successful planning that has occurred to date. These capital projects are identified in the E&FMP and are consistent with the College's core values and goals.

Assuming that the present rate of growth continues, there will be a serious need for the additional facilities delineated above and in the master plan. The College may need to consider funding sources for temporary leasing of space or for new construction if State construction standards do not adequately address the College's actual facility needs. A local bond initiative is also being actively discussed and considered.

Planning Agenda

None.

9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

The College clearly understands and has incorporated in its core values and goals the importance of financial planning in the budget development process. During the 1999-2000 fiscal year, the College thoroughly revised and adopted a budget allocation model

and budget development process. This document clearly presents guidelines and procedures starting from the requisition of funds through expenditures.

The primary focus in the budget process is the academic needs of the institution. The model provides the opportunity for all faculty and staff to request new funds and all segments of the College community to participate in the ranking of requests. The Board Budget Priorities, the E&FMP, and the College Core Values and Goals documents drive resource allocation.

The new budget allocation model was successfully implemented for the first time during the 2000-01 year. The model considers all College fiscal resources to address overall College needs. It links budget to planning, addresses big ticket items (requests of $30,000 or more) in the context of all other College priorities, adjusts the budget category distribution ratios in light of overall College spending demands, and encourages fair distribution of funds.

The College's GAP is the governance body that identifies and defines the strategic needs of the College. The Governance and Planning Council provides leadership and guidance for CBAC.

Self Evaluation

The College launched a collective effort to revise the old budget model because it recognized the inconsistencies, the lack of clarity, the need to link planning with budget, and the need to promote a better understanding and use of College resources. The new model has made several critical changes to the old model in areas including the funding of big ticket items, the role and composition of CBAC, the budget development process, and the use of carryover and Partnership for Excellence (PFE) funds.

The financial planning and budget development processes described above are clearly defined and followed. The 2001-02 budget was based on the new model and the 2001-02 academic year will be a transition year, fully implementing the new model (Ref. 9.8). The model calls for a broad-based review of the new model at the end of the first year, assessing the process, committee representation, the timeline, and ratios for the categories. Both CBAC and GAP need to be involved in this exercise in order to make any necessary adjustments. Beyond the end of the first-year review, the model directs CBAC to make necessary adjustments to it every two years with concurrence from the Academic Senate and GAP.

The immediate campus-wide need is to provide the necessary training for all potential budget requestors and relevant committee members on all the complex particulars of the budget model. CBAC should take the lead in this endeavor.

Planning Agenda

None.

9A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

As has been historically the case, and as described in 9A.4, the current College budget was developed in a widely participatory manner. Likewise, although the ultimate decision- making authority resides with the President of the College, all fiscal planning that occurs at the department, division, or college level is also participatory, and input is sought from all segments.

Both CBAC and GAP are representative bodies utilizing the broad skills and experiences of faculty, staff, students, and administrators. In the new model, CBAC is a 12-member body that represents all the governance bodies of the College and includes:

5 Division Chairs;
3 Administrators;
1 Student Services Council member;
1 Academic Senate member;
1 Classified Senate member; and
1 Associated Student Body member.

Similarly, GAP is a 16-member council that includes representation from:

President;
Vice President of Instruction;
Vice President of Student Services;
Dean of Administrative Services;
Academic Senate;
Associated Student Body;
Classified Senate;
Community Education;
Division Chairs Council;
Grants;
Institutional Research;
Instructional Technology;
PFE;
Staff Development;
Student Services Council; and
Workforce and Economic Development.

Self Evaluation

Mission strives to be inclusive in the development of its financial plan and budget. To this end, members of the different councils (Division Chairs Council, Student Services Council, GAP, President's Council, etc.) are involved in the process at all levels. In addition to the development of the financial plan, the budget allocation model ensures the widest possible participation in the budgeting process by welcoming budget requests from all faculty, staff, and administrators. In this way, the process guarantees the consideration of every member's budget needs. To ensure proper communication and a clear approval mechanism, the procedures also involve department chairs, division chairs, staff, deans, and vice presidents in preparing the budget requests for CBAC and GAP

Once all requests are received, they are placed into one of several possible categories for prioritization. The budget process provides for appeals if requestors wish to contest the placement of their budget request in a given category. (The placement of a request is important because the different categories are assigned different percentage levels of the available funds.)

The ranking procedure for the budget requests is another segment of the budget process that provides the opportunity for participation and input. Before final prioritization of the requests is made, requestors are given the opportunity to meet with CBAC and defend their requests. The committee then considers this input to decide the ranking of the requests.

Through the Office of Administrative Services, CBAC monitors the proper implementation of the model. Procedures and processes are designed to maintain the integrity of the model, including key features such as its participatory focus.

The strength of the model lies in the consultative approach built into the procedures. As the budget requests are considered, requestors and supervisors are given opportunities to consult and review the requests together. The College understands that the process needs to be communicated better to ensure that all are informed. Consultation progresses within a given area resulting in a well-considered and reasonable request list to be reviewed by CBAC. The committee finalizes the annual budget and forwards it to GAP. The council works closely with CBAC in joint session(s) before forwarding the final budget to the President.

Planning Agenda

None.

9B. Financial Management

9B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.

Descriptive Summery

The College President is designated by the Chancellor as the final authority for the College budget. The President has assigned the function of coordinating and tracking the college-wide budget to the Dean of Administrative Services, who works with CBAC. The President has also empowered GAP to review the final annual budget before it is forwarded to him. The Office of Administrative Services facilitates and implements the approved budget.

The Performance Goals Committee monitors the distribution of associate faculty load utilizing FTES ratios. The new Datatel system serves as a control mechanism by integrating key software systems within the District.

At the district level, the Board of Trustees approves the annual District budget. The District Budget Advisory Committee, chaired by the Vice Chancellor, serves as the key review body for the District budget and the formula by which funds are divided between the three entities (District, Mission, and West Valley).

The Chancellor has designated the Vice Chancellor of Administrative Services to administer budgeted funds and to establish a system of controls. This policy holds cost center and special project budget managers responsible for reviewing and monitoring their budgets, for compliance with District and Administrative Services regulations and policies, and for reporting accurate information in a timely manner. District fiscal policies define the budget transfer authority of budget managers, the administration, and the Board of Trustees (Ref. 9.9). The Board requires the business office to conduct internal auditing to assure proper accounting practices, policy compliance, and availability of funds (Ref. 9.10).

Self Evaluation

The system that is in place provides timely and dependable information for sound financial decision-making.

Financial management guidelines and policy regulations are provided in writing to all budget managers on a regular basis and are included with each budget report. The compliance of financial activities (e.g., budget transfers, budget augmentations or reductions, and purchasing activities) with financial controls are audited on an ongoing basis as each financial transaction request document reaches the desk of the appropriate business services staff member for processing (e.g., the Purchasing Agent, Chief

Accountant, Payroll Technician, Bookkeeper, or Comptroller). This control responsibility and authority is authorized by District policy and is an integral part of each position's responsibilities. Through the budget administration process, financial transactions are executed only after being reviewed for compliance with established policy and after assessing the availability of resources for the expenditure.

Every employee has access to timely electronic budget information from the District Planning and Research Intranet System (PARIS) Web site. Thus, current financial information is immediately available to every budget manager. The Board of Trustees receives monthly and quarterly financial reports.

To further strengthen existing control mechanisms, the District is currently undergoing a conversion to the Datatel system. This overarching conversion impacts all units of the District, including budget/finance, student services, human resources, purchasing, and Information Systems. The conversion activities are monitored from the district level, and several working committees involve College representatives in the planning and implementation of the changes. The District is providing training to all involved personnel about how to maximize their use of the Datatel system. It is anticipated that some level of training will continue for the next several years until the system is well understood and utilized.

Planning Agenda

None.

9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.

Descriptive Summary

Resources are limited, as evidenced by the budget requests received through the budget development process, as well as the funding standards contained in the State's community college funding system (program-based funding). The allocation of available funds is accomplished by considering the institutional direction, core values, and goals as identified during the College's planning processes. Priority is placed on the educational programs of the institution with input from all constituencies, through GAP and CBAC. The budget process is an open process where all members of the College can express their budget needs through the budget development process.

Self Evaluation

To fairly and broadly address the diverse funding needs of the College, fiscal resources are carefully considered and prioritized with regard to the programs and services offered

at Mission. A variety of documents are reviewed at the division and college levels prior to creating the College budget. This ensures that resources are maximized and allocated appropriately according to the most current College plans.

External audits are conducted at the district level, and all external audit findings and recommendations have been addressed in a comprehensive and timely manner (Ref. 9.11).

It is important that the District and College budget allocation models complement each other, especially in terms of the timeline and compliance with audit requirements. Mission is working with the District offices to ensure that planning is coordinated and the allocation of funds to the Colleges is seamless.

Planning Agenda

None.

9B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.

Descriptive Summary

Financial programs are strictly administered in accordance with the appropriate Federal, State, District, or funding agency regulations. Compliance with these regulations is a primary area of investigation by external audit firms during the annual audit process and during special audits. Additionally, numerous internal financial oversight controls have been established in District policy and are administered carefully. These oversight functions and internal controls are also reviewed during the College's external audit. Annual audits have reflected no significant compliance, oversight, or internal control issues, and recommendations have been made and implemented to strengthen existing controls.

Oversight of financial aid, external funding, contracts, and auxiliary organizations are all District oversight functions. Mission works with the District and supports its role by providing necessary documentation and linkages.

The internal audit function provides monthly and quarterly audits of cash transactions and reconciliation, disbursement, payroll, revenue, and expenditure reviews. Contractual relationships are strictly administered according to District policy. Only the President or Vice Chancellor of Administrative Services has authority to enter into contractual relationships under these policies. Contracts are reviewed for financial and risk management issues. Auxiliary operations (bookstore, Associated Students, and Food Services) are under the supervision and control of the College. The Dean of

Administrative Services provides oversight of auxiliary organizations with the advice of the auxiliary services committee. The committee reviews price, quality, and service of food vendors, bookstore procedures, and merchandisers' policies and makes recommendations to the Dean and the College for any modifications. The Land Corporation, the West Valley-Mission Advancement Foundation, and the West Valley/Mission Colleges Foundations are under the financial supervision of District Administrative Services.

Self Evaluation

The College and District meet or exceed compliance measures for the financial administration of financial aid, externally funded programs, contractual relationships, Land Corporation, foundations, institutional investments, and State allocations.

The Office of the Dean of Administrative Services provides control as it implements and processes the funding of prioritized budget items. The Dean of Administrative Services follows a strict interpretation in enforcing CBAC, GAP, and model guidelines. The Dean works closely with the Vice Chancellor of Administrative Services in regard to services and organizations under the District's supervision.

Planning Agenda

None.

9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

The District and its Colleges participate in a wide variety of activities and efforts to raise funds to support programs and services. Some of these activities involve seeking external funds via donations and grants, while others involve the Land Corporation, which monitors and controls the use of internally generated funds supplied by leasing of excess land at the Mission College site.

Two offices at the district level focus on obtaining external resources. The Advancement Office focuses on private sector resource development while the District Sponsored Research and Grants Office focuses on public sector resource development. Both offices also work together on various projects. The Advancement Office administers two foundations, the West Valley-Mission Advancement Foundation and the West Valley/Mission Colleges Foundation. The missions and goals of both are quite distinct. The Advancement Office also provides other development activities, such as planned giving, legacy society, scholar partners, speakers bureau, and special events.

The West Valley-Mission Advancement Foundation activities are administered by the foundation's Board of Directors, which includes the two College Presidents and the Chancellor. The foundation's activities are not tied formally or directly to the College's planning processes. Foundation activities are, however, consistent with the College's mission and goals. Student scholarships, support of programs and small capital improvements are the primary focus of current foundation expenditures. Foundation financial activities and records are externally audited. The West Valley/Mission Colleges Foundation is an older and smaller volunteer-run foundation. It focuses on traditional projects such as student scholarships and student emergency loans. The Olympiad of the Arts is an annual event sponsored by this foundation.

The Office of Sponsored Research and Grants is responsible for seeking public sources of funding, and the Dean works closely with Mission's Grants Liaison and the Dean of Workforce and Economic Development. Mission has been successful in attracting significant public funding. A Project Manager manages each grant with support from a budget administrator who is either a full-time faculty member or an administrator.

The Land Corporation is charged with monitoring the income that the District receives through leasing excess Mission property. The College property is leased to developers who pay fees to support district-wide activities. The Land Corporation is managed by a board, made up of members of the District Board of Trustees. Ten percent of the Land Corporation fund is returned to the District for programs; the remainder supports major College capital development. Completion of the Mission campus is consistent with the goals of the College and District. The corporation has an open-door policy and is conducted with integrity.

Self Evaluation

In this District, the Board of Trustees places high value on external sources to augment the available State funds. In its 2001-02 Budget Priorities document, the Board has adopted a policy of pursuing external sources to accomplish its goals and objectives.

A review of the foundation and land corporation audit reports, financial statements, fund-raising activities, and minutes of board of directors' meetings indicates that their efforts support the programs and services of the College and are conducted with integrity.

Planning Agenda

None.

9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Contractual agreements with external entities are governed by District policies and contain appropriate provisions to maintain the integrity of the institution. Authorized agents adhere to these policies. The policies govern purchasing agreements, rental or use of College facilities, and activities involving independent contractors. Contracts are reviewed for risk management issues to determine the necessary provisions and requirements to protect the integrity of the institution. The District has authorized significant contracts at Mission College in recent years, including the management of the bookstore (Barnes and Noble), food services (Fresh & Natural), and the construction of several new buildings on campus.

Self Evaluation

Existing contract formats have been developed for standard and common contractual arrangements that contain provisions to limit liability to the College, such as hold harmless and indemnification agreements, and insurance requirements. Only the President or Vice Chancellor of Administrative Services is authorized to sign contracts on behalf of the College. Having contractual authority limited to two employees provides assurance that contracts are not being made that expose the College to significant risk, violate risk management guidelines, or ignore College or District policy. Contractual agreements are subject to review under the annual audit procedures. The external auditors have made no findings or recommendations in this area.

Planning Agenda

None.

9B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.

Descriptive Summary

Financial management is evaluated through the annual audit process, financial reporting process, budget development process, and through shared governance processes. In the new budget allocation model for Mission, provisions are included for its evaluation and revision after the first year. The model will be reviewed by CBAC and concurrence will be sought from GAP and the Academic Senate for inclusion of major changes. After the initial year, the budget allocation model will be reviewed every two years to ensure the appropriateness of the model at all times.

The Board of Trustees reviews and approves the District's Tentative and Final Budgets, budget augmentations, reductions, transfers, and policies related to financial management and budget. Additionally, the Board receives monthly and quarterly budget reports. As covered elsewhere, the District undergoes a yearly independent audit.

Self Evaluation

Making policies and procedures relevant at all times is critical. The College finds that both the District and College have designed transparent and adjustable policies and procedures. Past practices indicate that the adaptive features of these policies and procedures are considered sacrosanct and that any future modifications would be similarly inclusive.

Planning Agenda

None.

9C. Financial Stability

9C.1 Future obligations are clearly identified and plans exist for payment.

Descriptive Summary

The District states that debt repayment schedules are on-hand as is a long-range debt projection for retiree health benefits. Plans for repayment are consistent with past operating practices. To ensure a more formal policy is in place, the District is currently developing fiscal standards that will address a long-term funding commitment. Detailed discussion on this is presented in the front section of this Self-Study in response to the 1995 WASC recommendations.

Self Evaluation

While there is a District plan to meet the retiree health benefit obligations, there is concern expressed among faculty about its solvency.

Planning Agenda

None.

9C.2 The institution has policies for appropriate risk management.

Descriptive Summary

Risk management policies exist and the District participates in both regional and statewide organizations to allow reduction of risk through joint powers authorities for general liability and worker's compensation programs.

In 1998, the Board adopted a Risk Management Procedures Manual that states District Policy on all risk-related areas with appropriate forms attached (Ref. 9.12).

Areas covered include:

- Insurance coverage, claim handling and reporting;
- Medical emergencies;
- Student injury site procedures;
- Public use of facilities;
- Facility inspections;
- Field trip/excursion procedures;
- Student insurance;
- Employee transportation;
- District property/equipment;
- Employee/student personal property;
- Hazardous materials handling;
- Independent contractors; and
- Workers' compensation.

Self Evaluation

The District distributed the Risk Management Procedures Manual to all managers and administrative offices, which has been invaluable in helping a larger community of personnel understand the protocol for the myriad of situations that might occur.

Planning Agenda

None.

9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

Cash flow policy and procedures are monitored from the District office. The District maintains the reserve accounts consistent with State guidelines.

Self Evaluation

Cash on hand and cash flow projections are adequate to meet the liquidity requirements of the District.

Planning Agenda

None.

9C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.

Descriptive Summary

The Mission budget allocation model has adopted a contingency funding feature by introducing two new funded categories: the President's Discretionary Fund and the College Reserve Fund. Both of these funds are provided to enable the College to handle emergency fiscal requests or needs. The two funds are one-time funds replenished annually. In addition, the model uses index/percentage allocation rather than fixed dollar amounts to determine the funding level for the budget categories while allowing needed flexibility.

The District has an existing reserve fund built into the annual operating budget. Currently, the District is developing a formal budget policy on the level of the contingency reserve.

Major catastrophic events are covered by District insurance plans.

Self Evaluation

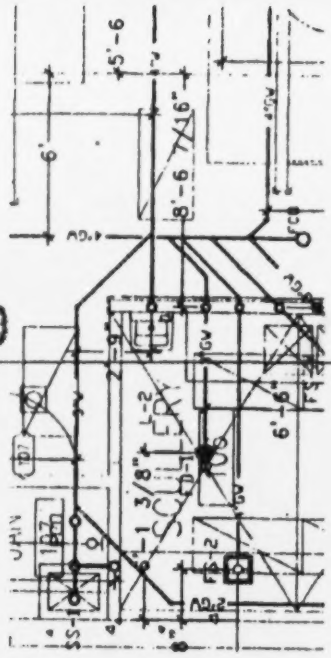
The District has contingency plans and adequate reserves that meet State requirements. The new College budget model calls for assessment of the model every two years. This assessment should, among other things, review the adequacy of the contingency funds in relationship to the total available funds.

Planning Agenda

None.

References

9.1 Board Budget Priorities
9.2 Mission College Educational and Facilities Master Plan (E&FMP)
9.3 Mission College Core Values and Goals
9.4 Mission College Budget Allocation Model
9.5 District Final Budget, 2000
9.6 District Budget Allocation Model
9.7 Capital Expenditures Plan
9.8 FY-02 Budget Request List
9.9 District Fiscal Policies
9.10 District Policy Manual
9.11 Annual Audits
9.12 Risk Management Procedures Manual



Standard 10

25
MISSION COLLEGE

Standard Ten - Governance and Administration

Co-Chairs	Ian Walton and Jane Patton	
Members	Connie Moralez	Classified
	Christy Brown	Communications - English
	Teri Chiang	Mathematics
	Rebecca Sanchez	Student Development - Counseling
	Chris Jimenez	Student Development - Counseling
	Tanesha Gipson	Contract Education
	Alex Braun	Commercial Services - Management
	Betty Hebert	Classified
	Daniel Robins	CATA Foreign Language
	Hung Pham	Technologies - CET

STANDARD TEN: GOVERNANCE AND ADMINISTRATION

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff and students, and facilitate effective communication among the institution's constituencies.

10A. Governing Board

10A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The District is governed by an independent seven-member Board of Trustees that sets policy for the District. "The duties of the Board are to determine the general policies which will govern the operation of the District and review them periodically" (1.6.5.a, District Policy Manual, adopted August 5, 1999). Board roles for policy formulation and monitoring are found in Chapter 2 of the Policy Manual (Ref. 10.1).

The electorate of the community college district individually elects each member of the Board of Trustees at-large. There are two Student Trustees, one elected by the students at each College. Board seats are sub-districted geographically. Two of the seven Board of Trustees seats are from the Saratoga/Los Gatos High School District, two seats from the Santa Clara Unified School District, and the remaining three seats from the Campbell Union High School District. All seven members of the Board serve staggered terms of four years; with three or four (depending on the election year) running for election at any regularly scheduled election. In the November 2000 General Election, all three Campbell seats and one of the two seats from Santa Clara were on the ballot. In the 2002 Midterm Election, both Saratoga/Los Gatos seats and the other Santa Clara seat will be on the ballot.

The Board of Trustees meets regularly twice each month and alternates venues between West Valley and Mission Colleges. At each meeting there are regular items on the agenda and both oral and written communication from the public can be considered. Trustee phone and fax numbers and e-mail addresses are available to the public through the Chancellor's Office to facilitate direct contact by the public with members of the Board. In District policies it is clearly stated (1.4.8) that the Trustees "encourage and support participation, discussion and productive debate at Board meetings from all elements of the District community as well as from residents of the communities served."

Self Evaluation

Although there has been some turnover, the Board of Trustees, enjoys relative stability in tenure of office with one incumbent Trustee having been re-elected to a fourth term and another incumbent serving a third term. Two former Trustees did not run for election in the last General Election after having served two and three terms in office respectively. Such relative low turnover and high length of service results in continuity and stability of Board. The two newer Board members add new and different perspectives to the Board, resulting in a balance of permanence on the one hand and change on the other.

All Trustees regularly acknowledge the Board's central role in policy-making and input is sought from the Colleges and community when developing policies.

Planning Agenda

None.

10A.2 The governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.

Descriptive Summary

As stated in the Policy Manual, the Board is clearly committed to academic program excellence and effectiveness (Ref. 10.1). The Board of Trustees uses several sources of information to monitor the quality of the District's educational program. To a limited extent, enrollment is a sign of the quality of education. Students have several choices of educational institutions in the South Bay Area. Enrollment is steadily increasing in the District with substantial growth at Mission.

All college curricular and program additions, deletions, and revisions are sent to the Board through the Academic Senate for review and approval (Ref. 10.2). Each College provides regular reports to the Board on current activities and programs (Ref. 10.3). The Board also receives input regarding the quality of education directly at Board meetings.

Board meetings alternate between regular business meetings and "strategic conversations." Strategic conversations allow Board discussions in the spirit of shared governance without micro-management. At these strategic conversations, Board members hear directly from students and other interested parties (Ref. 10.4). For example, a recent strategic conversation was devoted to the issue of overseas educational programs (a part of global studies). Many students described the transforming effect of these programs on their lives and thereby demonstrated the effectiveness of such programs to the Board.

Strategic conversations have helped the Board of Trustees to understand topics such as transfer and graduation, student services and support, and the educational and facilities master planning processes. During years when departments undergo program review, the Board is given copies of their reports and Mission's Program Review Chair facilitates discussion of those results with the Trustees. (Note: Mission has a six-year program review cycle. No programs were reviewed during the 2000-01 year so that everyone would be able to concentrate on the completion of the self-study.) Additionally, during regular business meetings more detailed discussion regarding specific academic programs is provided either upon request or when the College believes that supplying such information would be helpful to the Trustees.

The Presidents of both Academic Senates routinely attend Board meetings and some Board retreats. Board members also receive Minutes of the Proceedings of the Academic Senates at both Colleges (Ref. 10.5). Faculty and classified staff often provide input directly to the Board regarding academic issues. Finally, the District is fortunate to have active and informed student Trustees who provide a vital link between student organizations and the Board.

Less formal methods by which the board monitors educational programs include (but are not limited to) the following: individual conversations with students, administrators, faculty, and staff; and attendance at open houses, classes, and various presentations regarding academic programs.

The Board of Trustees participates early in the budget process by setting the strategic budget priorities and reviewing the initial and final budgets against these priorities. In addition, the Board reviews quarterly financial statements, all contracts over $54,125.00 (an indexed figure which is adjusted annually), all construction change orders, new positions, and hiring. It also ratifies warrants. In addition, the Board reviews all grant applications and research contracts annually and monitors compliance with State mandates and requirements such as the 50 percent rule. The Board annually reviews an independent audit of the District's financial statements and internal controls. The Board currently reserves an operating contingency fund for emergencies of between 2-3 percent of the District budget.

The Board of Trustees has established a Land Corporation to monitor leases and revenues from district owned land next to Mission. The Board serves as the Land Corporation Board, whose decision-making meetings are held prior to Board of Trustees meetings.

Self Evaluation

Mission sees the Board as being a stable, receptive, and responsive entity. The Board of Trustees fulfills its responsibility regarding the District's overall financial health as stated in District policy. Proceeds from leases are used to fund special projects and needs of the Colleges based on prioritized lists submitted by the Colleges to the Land Corporation Board. The Board of Trustees has stated that Mission will receive top priority for Land Corporation funds to complete building the College's physical plant.

Since the last accreditation, the Board has discussed the issue of retiree medical benefits, making some modifications to the program since its inception in the 1996-97 fiscal year. Details regarding the retiree medical benefit program can be found elsewhere in this Self-Study report (see Responses to Recommendations from 1995 Accreditation Report.)

Planning Agenda

None.

10A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The Policy Manual provides the guidance necessary for the Board to carry out its policies (Ref. 10.1). Appropriate delegations of authority are granted to the Chancellor who, in turn delegates appropriate authority to manage the operations of the District. In 1998, the Board of Trustees began a comprehensive review, revision, and update of the Policy Manual.

Self Evaluation

The Board's central role in policy-making was clearly acknowledged by all Trustees at a recent Board self-evaluation meeting. Even though not all members participated in this effort with equal intensity, a constructive engagement by the Board in policy revision greatly contributed to the process of policy formulation.

The Board's role in policy formulation is also evident in the development of the District budget. Initiated three years ago, the Board's budget planning workshop is attended by academic and classified senate representatives as well as several administrators from the District and the College. During the workshop, budget priorities are established by the Board to provide guidance to the District in developing the budget.

Feedback from College personnel indicates that the District policies covering administration, general services, educational services, student services, and business services are sufficiently clear to provide guidance to the Board, the College, and the District in decision-making. Operating procedures, structure, and standards of ethical conduct are also included in District policies.

Planning Agenda

None.

10A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

The Board sees as one of its major responsibilities the selection and appointment of the District Chancellor, as well as confirmation of other executive administrators. The Policy Manual (1.6.5.a.1) provides that the governing board appoints and evaluates the performance of the Chancellor (Ref. 10.1). A formal procedure was recently established (with the assistance of an outside consultant) for the performance evaluation of the Chancellor, the Vice Chancellor, the two College Presidents, and the Board members themselves.

The Chancellor submits annual District objectives to the Board for review against the Board's overall strategic priorities for the year prior to approval. Routine duties are listed in the Chancellor's Position Description. The Chancellor submits periodic oral and written reports to the board and is formally evaluated by the Board annually.

The Chancellor uses the Administrative Performance Appraisal Plan to evaluate the Vice Chancellor and the two College Presidents with input from faculty, staff, students, and community members. The Chancellor, through broadly delegated authority, approves all personnel appointments and makes recommendations to the Board for confirmation. To date, all personnel appointments recommended by the Chancellor have been confirmed by the Board.

Self Evaluation

In 1996, the Board hired a new chancellor. Although initially effective in some of the duties of the position, after a few years faculty and staff raised serious concerns, which they brought to the attention of the Board. Eventually, the faculty and staff took votes of "no confidence" and later the Chancellor resigned. As a result of this experience and the reorganization at the District and at Mission, new selection and evaluation policies for senior executive managers were developed, processes that incorporate input from the Academic, Classified, and Student Senates.

In 1999, after a nationwide search, the Board selected a new chancellor. There was wide support throughout the District for the search and selection process. There was a strong consensus supporting the Board's choice, in large measure based on the participation from all stakeholders in the District in the selection process. After the Chancellor was selected, and subject to a final recommendation of the Chancellor, a similar process was used to hire a president for Mission. The Chancellor hired the new Vice Chancellor of Administrative Services with confirmation by the Board of Trustees.

Planning Agenda

None.

10A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.

Descriptive Summary

The Policy Manual is being reviewed and revised (Ref. 10.1). The policies include clarification of duties, responsibilities, ethical conduct requirements, structure, and operating procedures as well as processes for assessing the performance of the Board.

Self Evaluation

The District policies are published and clearly stated. Policies are broad and are intended to be a guide with respect to roles and responsibilities of the Board, the administration, general services, educational services, student services, and business services. Ethical conduct, and structural and operating considerations are clear. The Board of Trustees is in compliance with published policies.

Planning Agenda

None.

10A.6 The governing board has a program for new member orientation and governing board development.

Descriptive Summary

The Board of Trustees, through the Chancellor, has an established program for individuals who are interested in running for election to the Board. A packet is provided containing the following: Board Candidate Information Brochure, California Community Colleges Pocket Profile, District information including Mission Statement and Strategic Goals, a review of facilities construction and budgets, and catalogues and schedules of classes for each College. Newly elected Trustees are invited to a series of orientation meetings designed specifically for new Trustees. These multi-day sessions provide an extensive briefing on the two Colleges and the District. Newly elected Trustees are also urged to attend the Community College League of California's Trustee Orientation and Legislative Conference in February following their election.

Self Evaluation

The Board has been committed to ensuring a thorough orientation process for both Board candidates and elected Board members.

Planning Agenda

None.

10A.7 The board is informed about and involved in the accreditation process.

Descriptive Summary

The Board held a strategic conversation devoted to the accreditation process in fall 2000. A report of the status of the accreditation Self-Study process has been provided to the Board either monthly or every other month since the evaluation process began over a year ago. These reports have kept the Trustees apprised of the progress being made at each College. Two Board members volunteered and one served on the Standard Ten committee at each College.

Self Evaluation

The Board has been informed about the status of accreditation throughout the process.

Planning Agenda

None.

10B. Institutional Administration and Governance

10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

Since the last accreditation visit, Mission has had two interim presidents and two presidents. Each of these was hired with considerable input from the entire College. Each has contributed positively to the growth of the College and has enjoyed widespread support throughout the campus.

The current president was hired in July 1999 after an extensive national search. He set as his immediate goals to become familiar with the personnel, programs, and operations of the College and District. Soon, he recognized a need for improvement in the governance, planning, and budgeting procedures at the College. Under his leadership, the College has reviewed and renewed it goals, plans, and priorities. The previous College Governance Committee was re-shaped and is now the Governance and Planning Council (GAP) (Ref.

10.6). This group was enlarged to be more inclusive and reshaped to focus more on planning (Ref. 10.7). At the same time, the College Budget Advisory Committee (CBAC) has been restructured to streamline operations and to better link budget and planning (Ref. 10.8).

Under the direction of the President, GAP developed a plan to link various planning activities together: the Educational and Facilities Master Plan (E&FMP), the accreditation self-study, budgeting, and program review.

The President convened a committee of faculty, staff, and administrators to draft a new list of College core values. The draft list was presented to the whole College at a flex day in 2000. Later, GAP published the new core values, revised mission statement, and goals (Ref. 10.9).

Self Evaluation

Each of the presidents since the last self-study has facilitated the College's progress toward goals, including improved facilities, program development, and strengthening of governance.

In each of his two years at Mission, the current President has set annual goals, which are widely disseminated. A review of these in retrospect shows a high level of goal achievement, especially in the areas of planning and budgeting. He has met regularly with constituent groups both on campus and in the community to keep him aware of issues and trends. The ongoing construction projects speak well of the College's leadership, past and present.

One concern to many on campus is the turnover rate of the chief executive officer. There is uncertainty about why the presidents do not enjoy longer tenures in the position.

Planning Agenda

- The College should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.

10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

Five years ago, a new CBAC and budget process were implemented with the agreement of the Academic Senate. That process was modified during the 2000-01 academic year (Ref. 10.10). The budget committee now reports to the Governance and Planning Council (GAP) rather than directly to the President.

The President maintains very active involvement in the development and management of budgets for the College with input from several committees. Initially, the President sets overall direction for management of resources. The College Budget Advisory Committee (CBAC) advises on expenditures within the College discretionary budget and includes information on College strategic goals in its application process (Ref. 10.11). The Performance Goals Committee (PGC) and the Office of Instruction recommend instructional dollars in the form of full-time equivalent faculty (FTEF) to staff classes. The Academic Senate and Division Chair Council implement a joint process to recommend new and replacement full-time faculty positions. Using this input, the President and the district level District Budget Advisory Committee (DBAC) ensure that expenditures correctly correspond to statutes, regulations, and District policies. Most day-to-day implementation of these requirements occurs at the faculty division chair level.

Another important role of the president in a multi-college district is to work with the other college and the district to ensure fair allocation of resources.

The implementation of other statutes, regulations, and District policies, such as hiring, affirmative action, or sexual harassment, is under the general oversight of the President with delegation to appropriate committees for implementation.

Self Evaluation

The original budget process ensured widespread input but made it structurally difficult to interact with other planning groups and to provide for "big ticket" expenditures. This has been addressed with the recent modifications to both CBAC and the GAP, which better incorporates planning in the College budget process. To ensure that faculty and staff understand the new role of GAP, the President disseminates status reports and minutes of GAP's activities college-wide.

Budget challenges include the high ratio of associate faculty in some departments, inadequate faculty office space, high turnover of support staff, and bookstore operational difficulties (contracted to an outside vendor). Budget interactions at the district level still make it difficult to achieve major College priorities, but the strengthening of the College budget administration by the addition of a Dean of Administrative Services has helped in this area.

In other policy areas, there is concern that the affirmative action policy is not being implemented as effectively as in the past. While Mission is an extremely diverse environment, implementation of both State and local policies on diversity seems to be less obviously emphasized since the passage of Proposition 209. It is important that the College remain concerned about diversity, especially since the courts have found college and university policies in this area appropriate and in line with legislative intent.

Planning Agenda

None.

10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.

Descriptive Summary

Mission has consistently supported a flat administrative structure rather than a hierarchy. Actual organization has varied considerably over the years. A current organizational chart is available (Ref. 10.12). The vice presidential level was eliminated in a 1996-97 reorganization. While the titles "Vice President of Instruction" and "Vice President of Student Services" were later restored in order to provide compatibility with West Valley College, the flat reporting structure to the President was maintained. Previous area dean functions were largely transferred to faculty division/department chairs. Other activities were also restructured into the current administrative structure that includes President, Vice Presidents of Instruction and Student Services, Deans of Instructional Technology and Distance Learning, Administrative Services, Community Education, Workforce and Economic Development, and various director and coordinator positions.

The original larger number of faculty division/department chairs was consolidated into thirteen division chairs, which were later reorganized into the current ten positions. These chairs, with increased responsibilities and partial reassigned time, provide leadership to the academic departments that is similar to that of the former area deans. Individual faculty members are expected to participate in departmental and committee assignments. While this requires considerable faculty time, it does lead to a high sense of involvement. Most such faculty positions are ten-month, although some counselors and division chairs are eleven-month positions.

The College has grown considerably in numbers of students, faculty, and staff. As the scope and complexity of College operations has increased, the participatory governance committee structure has provided input and assistance in many areas. Collective negotiating agents are also involved in several College and District committees. This grassroots input ensures that the teaching and learning environment is always highly visible in decision-making. The President has recently expanded occasional meetings with the Division Chair Council (DCC) to a new Management Administrative Team (MAT), which includes all managers and division chairs (Refs. 10.13 and 10.14). However, the number of meetings has been reduced to once each semester.

Self Evaluation

The flat administrative structure functions as intended, so no major changes should be made without widespread discussion and evaluation. However, there has probably never

been an adequate level of staffing within the preferred structure, and this situation is exacerbated as the College grows. Faculty chairs, support staff, and administrators are overextended. One often-quoted example of this is the amount of work required to complete the evaluation process for faculty, especially for the increasing number of new hires.

This structure was a deliberate choice of the College community and has, for the most part, been highly successful. The structure supports the founding vision of the College that administrator positions should lead and facilitate rather than manage. However, the current structure presents several challenges to faculty chairs; they are not administrators but perform administrative duties, and they provide a faculty voice that is separate from the Academic Senate.

The College is discussing the move toward year-round activities. This has implications for all segments of the institution but especially for faculty involved in governance (such as division chairs) and instructors and counselors who must staff the expanding schedule, as well as for classified support staff.

Planning Agenda

- As the College continues to grow in size and complexity, the organizational structure should be reviewed to ensure that the College's core values and goals are met.

10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

College administrators are selected in a competitive hiring process that involves administrators, faculty, students, and staff. Job descriptions are available for all positions. The qualifications of administrators are included in the College catalog along with those of faculty.

The Board adopted a new District process (policy 2.2) to evaluate senior executive management (Chancellor, Vice Chancellor, and Presidents) (Refs. 10.1 and 10.15). This policy specifies annual formal evaluation with input from the Academic, Classified, and Student Senates, as well as community members. An optional advisory survey is also included. Administrators other than "senior executive managers" have formed their own association: the West Valley/Mission Community College District Managers' Association. An evaluation process and forms are included in the Administrative Handbook (December 1997), agreed upon between the Managers' Association and the Board of Trustees. Input, via a survey completed by twenty to twenty-five administrative and non-administrative personnel who work routinely with the administrator, is

commonly used to assist the President in the evaluation process. This process has been used by the current and past presidents to solicit input and to evaluate administrators.

Self Evaluation

The new senior executive management evaluation policy to evaluate the President is a significant improvement over the previous process, which only involved the Chancellor and Board.

The evaluation procedure for other College administrators is occurring effectively and more systematically than in the past, both in terms of frequency (annually) and breadth of input (number of faculty, staff, and administrators giving input).

Planning Agenda

None.

10B.5 Administration has a substantive and clearly-defined role in institutional governance.

Descriptive Summary

The Administrative Handbook describes the expectation that administrators will work cooperatively with faculty, staff, and students in governance activities (Ref. 10.16). This happens effectively as a cooperative part of the processes described in 10B.4 and 10B.6. Administrators serve on participatory governance committees as described in the College Shared Governance and Decision-Making Plan (Ref. 10.17). Since area deans are not part of the Mission structure, faculty division chairs fulfill this role and serve on many governance committees, which also contain Academic Senate representatives.

Self Evaluation

Given the relatively small number of administrators, it is often hard to ensure that the they are represented on every shared governance group. However, the combination of the flat administrative structure and the governance committee structure do achieve the desired outcome and, thus far, there has been adequate participation of administrators in institutional governance.

Planning Agenda

None.

10B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.

Descriptive Summary

Mission has a long tradition of effective faculty participation in all governance activities, going back to the founding faculty design of the College. The Board of Trustees embraced the concepts of AB 1725, and the Academic Senate has functioned for many years in a mode that is regarded around the State as particularly effective. Some committees are structured as Academic Senate committees, others as college-wide committees, and yet others involve the collective negotiating agents.

Faculty members participate in a wide variety of College committees concerned with educational matters, including GAP, CBAC, Curriculum Review Committee, Program Review Committee, Vocational Education Committee, Staff Development Committee, Performance Goals Committee, and Distance Education Committee. In addition, they participate in District committees such as the District Council and District Budget Advisory Committee. Professional Growth and Development and Sabbatical Committees are administered by the faculty collective negotiating agent (ACE).

During the last year, a new E&FMP was written, originating at the department level, with Academic Senate, Office of Instruction, and GAP oversight, and assistance from a consultant.

Self Evaluation

The College has a complicated but effective array of participatory governance structures that ensure faculty input from the Academic Senate, from departments and divisions, and from the faculty collective negotiating agent. Overall District policy is described in policy 3.17.2 (Shared Governance) (Ref. 10.1). The day-to-day College process is described in the Shared Governance and Decision-Making Plan (Ref. 10.17). All faculty groups have a history of successful collaboration in governance (in addition to administrators and classified staff) (Ref. 10.18). The Board's establishment of strategic conversation meetings has provided another avenue for faculty input to their policy deliberations, in addition to routine participation in Board meetings by the Presidents of the Academic Senate and the faculty negotiating agent. Participatory decision-making is generally regarded as extremely worthwhile; however, the price of effective collaboration is the additional time required.

New faculty members are informed about governance activities as part of their first-year development activities. Faculty evaluation procedures have been modified to increase emphasis on institutional activities (Association of College Educators-ACE contract, Article 26) (Ref. 10.19). However, participation in governance by associate faculty is weak.

Associate faculty participation is most effective in the collective negotiating area where they receive compensation. A newly enacted compensation mechanism may encourage associate faculty involvement in additional activities in departmental and college level

planning and governance. This process is described in "Associate Faculty Salary growth Steps" in the ACE contract, Article 101 and Appendix BB.

The involvement of faculty in areas related to their responsibilities and expertise is a rich tradition at Mission. Faculty involvement in curriculum and program review processes, among others, is considered to be critical to the success of such procedures. This was substantiated by the scores seen for questions 61-63 on the Cultural, Environmental, Structural, and Technical Assessment (CESTA) survey that documents that faculty involvement is perceived as being excellent, which is particularly significant for the Academic Senate (Ref. 10.20).

Planning Agenda

None.

10B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.

Descriptive Summary

The Mission College Academic Senate was formed in 1985 as the successor to a faculty governance council. It is charged with representing the faculty in academic and professional matters (Ref. 10.21). Full-time faculty members are elected to represent their division (with larger divisions having more representatives), and associate faculty representatives are elected at-large. AB 1725 led to a significant increase in the role and responsibilities of the Academic Senate. In District policy 3.17.2, agreement was reached to perform collegial consultation on all eleven areas described in AB1725, by relying primarily on the advice of the Academic Senate (Refs. 10.22 and 10.23). This is unusual in districts throughout California and has served as a successful example for other districts. For several years, the Academic Senate has been closely involved with the statewide Academic Senate for California Community Colleges and its Executive Committee. This has resulted in a valuable statewide perspective.

The College Shared Governance and Decision-Making Plan adopted in 1998 lays out the areas in which the Academic Senate is responsible for the formation of policy advice and areas where it participates in college-wide governance committees (Ref. 10.17). The Academic Senate meets weekly, and recommendations are conveyed regularly to the College President. The Academic Senate President participates in College and district-wide committees and sits at the Board of Trustees meetings. The Academic Senate has several subcommittees including the Curriculum Review Committee, the Program Review Committee, and several distance learning and technology committees (Ref. 10.2). Faculty input to governance is also achieved through Academic Senate appointments of faculty to other governance committees, such as the GAP. The Division Chair Council (DCC) also provides major faculty input (Refs. 10.13 and 10.14).

Self Evaluation

The Academic Senate provides strong and effective faculty leadership on academic and professional matters and is actively involved in the governance processes used throughout the College and District. It communicates regularly with the College President, with District administrators, and with the Board. It also communicates regularly with all faculty through regular, detailed meeting minutes and a Web site that includes considerable archival material. The Academic Senate has a history of effective cooperation with faculty division chairs, with the faculty collective negotiating agent, and with other segments of the College (Ref. 10.18). Associate faculty involvement in governance is hard to achieve in practice although there are two associate faculty representatives on the Academic Senate, elected by the associate faculty at-large.

Planning Agenda

None.

10B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary

Participation in institutional activities such as governance is part of every faculty member's job description, is delineated in Article 26 of the ACE contract, and is included in the faculty evaluation process (Ref. 10.19). Roles are described in the Academic Senate constitution and in the College Shared Governance and Decision-Making Plan (Ref. 10.17).

Reassigned time is provided to faculty division chairs and some department chairs, and a minimum level is guaranteed in the collectively negotiated contract. By agreement with the Board, reassigned time is provided to the Academic Senate for its President, Curriculum Review Committee chair, and for the equivalency process. Funds are also provided for leadership training activities and conference travel. The Academic Senate President receives a stipend for summer governance activities. The Academic Senate appoints all faculty to governance and representative committees.

Self Evaluation

Faculty at Mission perform an effective role in governance and have participated in diverse training opportunities such as the summer Academic Senate Leadership Training Institute, Curriculum Institute and Technology Institute, the Chair Academy, National Institute for Staff and Organizational Development (NISOD), and Mission College's orientation program for new faculty. Funding for Academic Senate and faculty

division/department chairs is well established. However, the minimum guaranteed level for division/department chair reassigned time is considerably below the amount currently in use. Division chairs are studying whether the amount in use is adequate.

Training opportunities are funded through the Academic Senate budget, staff development funds, and individual faculty travel funds. The fall 2000 CESTA (questions 20 and 33) confirms that faculty feel involved in institutional planning and governance. In general, faculty responses to questions on planning and governance (questions 20 through 38) rated higher than the corresponding responses from staff or administration (Ref. 10.20).

Planning Agenda

None.

10B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary

Mission College values the role of classified staff in institutional governance. The Classified Senate, formed at Mission College in 1992 with the support of the President and the entire College community, provides a formal structure to support staff involvement in the formation of College goals, policies, and procedures (Refs. 10.24 and 10.25). The Classified Senate President meets regularly with the College President and attends Board of Trustees meetings. The Classified Senate appoints staff representatives to governance committees including GAP, CBAC, and District committees. A budget has been provided to allow attendance at meetings and at conference activities, but the Classified Senate is concerned that this budget may not be protected in times of fiscal crisis.

Self Evaluation

Including the voice of classified staff has strengthened committee discussions. However, awareness of the role and function of the Classified Senate to represent staff as a constituency group in governance matters could still be improved. Different staff subgroups are also represented by different collective negotiating agents. Stronger leadership has led to more visibility and influence. The delineation of roles and responsibilities compared to the Academic Senate is still occasionally problematic, but the leaders of the two senates have a good working relationship. A Classified Senate Web page is being completed, and a Senate handbook is being prepared in an effort to increase awareness of the role and function of the senate. Although supervisors facilitate the participation of classified staff in College governance whenever possible, the generally increasing College workload for support staff has made such participation even more difficult.

Planning Agenda

- Institutional support and training for faculty and staff participation in year-round governance activities should be strengthened.

10B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

The Mission College Associated Student Body (ASB) has ten executive officers and approximately thirty senators. The main purpose of the ASB is to promote communication and teamwork skills among students (Refs. 10.26 and 10.27). The ASB appoints student representatives to governance committees including GAP, CBAC, and the Academic Senate. The ASB President meets regularly with the College President. The student body elects a Student Trustee from the College to serve on the Board of Trustees. Facilities for the ASB have been greatly improved with the recent opening of the Campus Center.

Self Evaluation

The District was one of the first in the State to include student trustees on the Board. They can make motions, record an advisory vote, and receive benefits. In addition, students receive academic credit for governance activities through the Counseling 40 class series.

However, the extreme time demands on Mission students make involvement in institutional governance difficult. The typical profile of a Mission student is a part-time student who works full-time, thereby limiting ongoing, consistent student representation in governance activities. This was substantiated by the responses to the CESTA survey (questions 22 and 35). Unfortunately, there was no corresponding question on the Student Assessment of the College Environment (SACE) survey (Ref. 10.28).

Planning Agenda

- The College needs to develop strategies that will successfully encourage student participation in governance activities.

10C. Multi-College Districts and/or Systems

10C.1 The district/system chief executive officer provides effective leadership to define goals, develops plans, and establish priorities for the institution.

Descriptive Summary

The Chancellor serves at the pleasure of the Board. Under the direction of the Chancellor, her office staff plans and coordinates all Board meetings. The Chancellor and her staff also facilitate the process of developing annual Board priorities.

The Chancellor coordinates district-wide initiatives by chairing the Executive Management Team (EMT). She holds weekly meetings with the two College Presidents, the Vice Chancellor, and the Special Assistant to the Chancellor. The EMT is the primary group to initiate planning and implementation in the District. It is its responsibility to forward issues for action to the shared governance groups. In addition, the EMT reviews and coordinates all significant initiatives, which require interaction between the College and District staff. Excellent examples of this coordination are the accreditation process and the new Datatel administrative software system implementation. Approximately twice a semester the Chancellor schedules expanded meetings to include all District managers. Ad hoc meetings with subsets of the management staff at EMT meetings are also held to address specific topics.

The Chancellor also sits in an ex officio capacity on the district-wide shared governance body, the District Council. The District Council functions as an advisory group to the Chancellor for issues requiring Board attention that arise within the District (including the annual budget and changes to District policies procedures) and as the Steering Committee for Staff Development. It serves as a vehicle for communication between the College councils, the Chancellor, and the Board of Trustees.

Self Evaluation

The current chancellor was hired in 1999 and has served approximately 18 months at the time of the writing of this Self-Study. During this time, the Chancellor was challenged by a significant turnover in senior District staff positions at the district level. Additionally, the District is in the midst of a massive conversion of its management information systems to the Datatel administrative software system. The Chancellor has executive oversight for this project.

The Chancellor continued the process, initiated previously, designed to build a closer connection between the overall planning processes at the Colleges and District and the development of the District budget. Holding a Board budget planning workshop at the beginning of the budget development process, as opposed to at the end, was intended to improve the Board's ability to provide direction for the Colleges and District. However, depending on the dates of the budget planning workshop, it is sometimes challenging to incorporate the Board priorities into initiatives at the college and district level. At Mission College, for example, many of the College budget initiatives are established in the fall semester while the workshop for the 2001-02 budget was held February 3, 2001. Thus, in order for the Board priorities to effectively guide the District Budget Advisory Committee, the EMT, and the Colleges in the development of the upcoming budget, the workshop would perhaps be better planned for mid-fall semester.

Begun under the previous interim chancellor, the Chancellor continues to coordinate the District policy revision process. The Chancellor has also continued a series of monthly Board Strategic Conversations, which enables the Board to gather input in a less formal setting.

When the Chancellor arrived, both Colleges were committed to the educational and facilities master planning process (Ref. 10.29). The Chancellor has supported these efforts at the appropriate level by conferring with the Presidents to assure that plans were consistent with the earlier planning done at the district level, and by supporting coordination of the two plans. The Board has been updated regularly on the master planning process and progress at Mission. In addition, in fall 2000 the Board participated with Mission faculty, staff, administrators, and students in a Strategic Conversation to prioritize college-wide recommendations. At the district level, the Chancellor is working through the EMT, the District Council, and District staff to:

- Review the vision and mission statements of the District;
- Evaluate the current level of District services and establish a Services and Facilities Master Plan (S&FMP) for those services; and
- Review the planning currently taking place at each College to coordinate the submission of the final plans to the State. (This final phase will be coordinated with consultants and the District Council.)

Planning Agenda

None.

10C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.

Descriptive Summary

The Chancellor is assigned the "executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action" (District Policy 2.3.2). Further, the Chancellor "shall establish such administrative procedures as are necessary for the operation of the District and the Colleges" (District Policy 2.3.3). Within the authority of these two District policies, the Chancellor serves to coordinate the district-wide budget development process and management oversight, ensuring the implementation of statutes, regulations and District policy (Ref. 10.1).

Under District Policy 2.3.8, "The Chancellor may delegate to authorized personnel of the District any powers and duties entrusted to him/her by the Board, but the Chancellor will

be responsible to the Board for the execution of such delegated powers and duties." Through the authority of District Policy 2.3.8, the Chancellor has delegated responsibility for budget development to the Vice Chancellor and the implementation of statutes, regulations, and District policies to the Vice Chancellor and the College Presidents or their designees as they pertain to their areas.

Self Evaluation

Since the last accreditation, the District has had three chancellors (one was an interim chancellor), three vice chancellors (one was an interim vice chancellor), and at Mission College, four presidents (two were interim presidents). Although this situation has caused great strains in the fabric of the institution and the District, the District is now completing the second year with a permanent chancellor and a permanent Mission College president. As would be expected, there have been a number of changes, transitions, and organizational modifications during the past eighteen months, but for the most part, these changes were received well, and their results have had a stabilizing effect on the District and the College. During the summer of 2000, the District hired a permanent vice chancellor of administrative services. The executive administration is now complete, and highly skilled, experienced individuals hold permanent top positions within the District.

District Policy 2.1.3 states that "Authority flows from the Board through the Chancellor to the executive staff and Presidents of the two Colleges. Each President, as the College's chief executive officer, is responsible for implementation of District policies at the College." Using the authority vested in the position, the Chancellor has distributed responsibilities across the executive staff of the District, especially to the Vice Chancellor. Budget and Finance, Facilities, Information Systems, General Services, Human Resources, and District Police are all assigned to the Vice Chancellor, while the Presidents are primarily responsible for the academic programs, student services, and the operation of college level services (budget and finance, institutional research, instructional technology, College public relations, etc.).

Despite the changes in leadership over the past few years, it is noteworthy that Mission and the District have annually met or exceeded their enrollment goals. The District has built a budget reserve in excess of $2 million and initiated a locally and state funded building program at Mission. While these successes are due to a variety of factors, they could not have been achieved without the management of capable leadership within the College and the District.

Planning Agenda

None.

10C.3 The district/system has a statement, which clearly delineates the operational responsibilities and functions of the district/system and those of the college.

Descriptive Summary

In accordance with District Policy 1.4.10, the District has the responsibility for, but is not limited to:

- Support for Board activities, including monthly meetings, Strategic Conversations, Trustee orientation, and on-going Board development;
- Support for College instructional and student development activities, including research, strategic planning, professional development, budgeting, and evaluation in cooperation with the College Presidents;
- Financial planning and accounting;
- Human Resources and coordination of affirmative action/non-discrimination employment activities;
- Facility planning, development, modification, and maintenance;
- Government/Legislative relationships;
- Information Services;
- Purchasing and material management;
- Maintenance of physical assets;
- Public information; and
- Foundation/grants activities (Ref. 10.1).

The District organizational chart outlines the reporting responsibilities of the various District officers and administrators. All of the areas listed above report either directly to the Chancellor or to the Vice Chancellor. The Chancellor delegates all responsibilities for college level activities to the College Presidents.

Although District Policy 2.4.4 defines the administrative responsibility to review and develop recommendations for policy and procedure revision, the areas of responsibility defined within this policy statement are as follows:

• Basic District Foundations/Board of Trustees	Chancellor
• District Governance and Administration	Chancellor
• Human Resources	Vice Chancellor
• Educational Programs/Instructional Affairs	College Presidents
• Student Services	College Presidents
• Business Operations/Administrative Services	Vice Chancellor

Self Evaluation

District policy clearly delineates the services, organizational responsibilities, and functions assigned to the District as well as the College officers. Although there is some minor duplication of efforts, especially in the areas of business operations and administrative services, there are clear-cut boundaries set between the service areas, and these boundaries are respected and clearly delineated through the policies and procedures which guide the administration of the District.

It is essential to recognize that although the District officers have responsibilities for their specific areas of control, the physical distance between Mission and the District offices (approximately ten miles) places the College employees at a disadvantage whenever proximity to District services is essential. This is especially true with Human Resources, Information Systems, receiving/warehouse services, and purchasing. For example, delays of one to two days imposed by the mail service between campuses can become barriers to smooth and timely delivery of services to Mission.

Planning Agenda

None.

10C.4 The district/system provides effective services that support the mission and functions of the college.

Descriptive Summary

As indicated in the response to 10C.3, the District is responsible for 11 primary activities that impact the Colleges (Ref. 10.1). These areas of District responsibility are physically located on the West Valley campus and are highly variable in their effectiveness in supporting the programs and operations of Mission. Each area will be evaluated separately in the next section.

Self Evaluation

Educational Support

The District offices provide support for College instructional and student development activities, including research, strategic planning, professional development, budgeting, and evaluation in cooperation with the College Presidents.

Research: Institutional research is the only research function typically associated with California community colleges. Within the District, research has historically been funded and focused on the individual Colleges, thereby providing a resource that can address the unique needs of each College in the areas of program review, institutional effectiveness, matriculation activities, and grants. However, there has been increasing recognition that both the District and the College research capacities are insufficient, particularly in light of the growing demands for research associated with initiatives such as the Partnership for Excellence.

Strategic Planning: District level planning efforts in 1996 and 1997 resulted in a District strategic plan. Each College independently developed a strategic plan that contains specific goals, objectives, and activities. These planning components are either direct or indirect outgrowths of the three major planning goals established by the District strategic plan. In addition, each College recently completed a fifteen-year E&FMP. These plans

outline the future direction of all academic programs and define the facilities needed to support these programs. Presently, the District is completing its S&FMP.

Professional Development: The District Staff Development Office that is affiliated with Human Resources coordinates professional development. Staff development combines resources of the Colleges (0.5 FTEF reassigned time for a faculty member and space for the staff development office and activities) with the resources of the District (Coordinator of Staff Training plus clerical staff). Funding for most of the staff development activities comes from either District, Land Corporation, or State funds (TTIP). These funds are used to fund staff training, faculty/staff travel, and special projects.

Budgeting: Budgeting for the District is done within the District Budget and Finance Office. The budget is developed based on a model that is reviewed periodically via a shared governance process. Once the District's fixed costs are deducted from the total available monies, the remainder is divided between the Colleges according to the number of full-time equivalent students (FTES) generated by each College. The cost for faculty salaries and District services are "taken off the top" prior to dividing the remaining funds between the Colleges. There is a district level budget advisory council (DBAC) which is advisory to the Vice Chancellor and reviews both the Final Budget and any changes or modifications to the Tentative Budget.

Evaluation: Planning and budgeting are done annually; however, the evaluation process has historically been informal and not tied into the budgeting process. Planning and evaluation have been greatly improved by the creation and widespread use of the Planning and Research Intranet System (PARIS). This Intranet system, which was first developed under a Title III Grant, is a tool that allows for ongoing monitoring of hundreds of institutional effectiveness measures, and affords all faculty and staff access to a wide range of information. This system is currently being incorporated into the planning, budgeting, and evaluation process. It is the primary tool used to create program review documents and evaluate the effectiveness of College programs. (Visiting accreditation team members can view PARIS from any campus computer by launching a browser and typing PARIS for the URL).

Financial Planning and Accounting

Budget planning and accounting is centralized at the district level. The District has staff devoted to budget planning, accounts payable, accounts receivable, and payroll. Each College also has a Dean of Administrative Services and staff that manage the individual College discretionary budgets. Setting priorities for the College discretionary budget is done at the college level. Each College has one or more budget advisory committees that support the College budgetary decision-making process.

Human Resources (HR)

All HR functions are the responsibility of the District and until fall 2001 all HR services have been physically located at the District offices on the West Valley College campus

(Ref. 10.30). Although an HR representative was available for about 10-12 hours per week at Mission College from September through May, there was typically no HR staff at Mission College at other times or during the summer months. The result of this arrangement was that the time required to complete any process through HR was increased and created significant confusion for new employees and job applicants. The College dedicated a full-time administrative assistant to provide more direct service to personnel because of the limited services and hours provided at Mission. There are special challenges during hiring processes when applicants mistakenly submit paperwork at Mission and when hiring committees need additional support. In response to these difficulties, HR has provided cross training for their personnel and has established a satellite office at Mission College to provide more direct services.

Facility Planning, Development, Modification and Maintenance

Despite the fact that the offices for facilities planning, development, and maintenance are physically located at West Valley, Mission has been and will be the focus of almost all new building projects for the foreseeable future. For each building project initiated on the Mission campus, there is a full-time District construction supervisor present on the Mission campus.

There are maintenance staff, custodial staff, and grounds staff present on the College campus. The maintenance staff and the custodial staff have full-time supervisors present while working on campus, but this is not true of the grounds staff. In the past, a single supervisor was responsible for grounds staff at both Colleges. This situation brought about reduced service and diminished results, creating an austere appearance at Mission College. Over the past two years, a new supervisor has been hired and has taken an increased role in improving the appearance of the Mission campus. As a result, the College's overall external appearance and the campus landscaping have dramatically improved.

Government/Legislative Relationships

Government and legislative relations are coordinated through the District Public Affairs and Community Relations Office. The senior District and College administrators within the District participate in programs and interactions with the State and Federal government offices and officials. A District legislative committee includes representatives from both Colleges and plans lobbying trips to Sacramento.

Information Systems (IS)

This area of District services is the most controversial of those provided by the District. The central IS operations are located on the West Valley campus and are responsible for telephone services, wide area network services, central computing services, and desktop support services for administrative and faculty desktop computers.

Having these services physically located on a campus in a more suburban area where telecommunications services from the local telecommunications service provider are not designed to handle the sophisticated digital telecommunications services required by a multi-college District creates problems normally not encountered by IS services. As a result, frequent service interruptions and slow response times for completing the repairs due to service interruptions have significantly hampered overall IS services for Mission. Frequent (daily in some instances) interruptions of registration services have been so severe at Mission that measurable reductions in enrollment can be traced directly to interrupted IS connectivity. Internet access became so poor that the College was compelled to establish its own connection to the Internet independent of the District.

Although IS has employees physically located on the Mission College campus, the number of employees and the supervision of these employees has been uneven. Five years ago, College employees responsible for desktop and network support were reorganized into a centralized IS operation. The end product of this centralization has been a reduction in service, response time, and responsiveness to desktop computing needs. Additionally, staff members at West Valley have easier access to the people who work in District services on the same campus.

Planning Agenda

- The Dean of Administrative Services should work with the District to ensure the maximization of services.

10C.5 The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.

Descriptive Summary

The Colleges and District use Nortel Telecommunications as a method to communicate with each other. All administrators, faculty, and staff have voice mail. The Colleges and District directories are updated, published, and distributed each academic year and are available on the District Web site.

The use of e-mail is widespread throughout the Colleges and District and is used to disseminate and gather information. The Board of Trustees' Agenda is sent to all faculty and staff via e-mail. Highlights of the board minutes, committee agendas, and minutes of various committee meetings are also sent via e-mail.

The Planning and Research Intranet System (PARIS) is a district-wide system used to communicate and exchange information. It consists of a Web interface that utilizes the Oracle database on the Dell server and interfaces with the District's HP 3000 mainframe. This PARIS system is available to the campus-wide community and can run on any computer that has a Netscape browser. Campus administrators, faculty, and staff make regular use of the PARIS system to accomplish a variety of tasks including:

- Accessing budget reports;
- Monitoring enrollment and registration;
- Downloading class rosters;
- Utilizing the Faculty/Staff Directory;
- Obtaining data for research and trend reports; and
- Disseminating information regarding professional growth and development opportunities, sabbatical applications, etc.

Self Evaluation

Nortel Telecommunications is the phone system used by both Colleges and the District. It has voice messaging features that allow the user to compose, edit, and send messages. It also allows the user to forward and reply to messages, create personalized lists for sending messages, and has phone conferencing features. Users have reported frustration with this new system. For example, when compared to the previous system, it is not as easy to navigate, the commands are oblique, and, in some instances, one cannot respond immediately to a message. Some employees believe this system has decreased their communication abilities, while others are more satisfied with it.

Each academic year employees are provided with an updated phone directory of full-time employees. On occasion, an associate faculty phone directory is also provided. This associate faculty directory is more difficult to update as new associate faculty members are hired each semester. Because of this, it is often more difficult to locate new part-time faculty by phone. Phone lists are not always as accurate as they could be.

E-mail is an effective communication tool that allows the user to gather and disseminate information. All full-time employees have access to e-mail and are listed in the Eudora e-mail address directory. Some part-time faculty and staff are part of the District's e-mail system. However, because some of the part-time faculty and staff do not have their own computers, and Eudora e-mail accounts are computer specific, those instructors and staff are more difficult to communicate with via e-mail.

The District and both Colleges use an inter-office mail system. Mission uses mail stop numbers to direct mail to each employee. This directory is updated periodically, but not on a regular basis. The College has remodeled and constructed some new buildings in the last few years, resulting in some office reassignments. This has contributed to difficulties in locating some employees by office number and mail stop.

Planning Agenda

None.

10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.

Descriptive Summary

The District and Colleges have established various District committees for the purposes of planning and reviewing budgets and policies that affect both Colleges. Below is a list of official and ad hoc District committees and a description of their purpose.

The District Council

Acts as the highest level district-wide shared governance body and is the conduit for communication between the College and administrative councils, the Chancellor, and the Board of Trustees. The council serves as an open forum for the discussion of district-wide issues, reviews and discusses items for the board agenda prior to each board meeting, and offers advice to the Chancellor.

Administrative Services Council (ASC)

Serves as an overall coordinating body in the governance of the District's administrative services. Goals of the council are to focus on service and to build cohesive positive relationships between the Colleges and Administrative Services. The council coordinates initiatives that arise from Administrative Services and provides the link between the Administrative Services units and the District Council.

District Budget Advisory Committee (DBAC)

Participates in budget planning and fiscal policy development and encourages faculty, staff, and student participation in the District's budget process.

Technology Coordinating Committee

Provides coordination between the technology support activities of the two Colleges and the District.

Datatel Implementation Steering Committee (DISC)

Oversees the implementation of Datatel's administrative information software system and advises Information Systems regarding priorities.

Sexual Harassment Committee (ACE/DISTRICT)

Although no longer meeting, this committee developed a District policy and procedures for student appeals and grievances dealing with issues of discrimination and harassment.

AB 1725/Equivalency Steering Committee

Provides direction in the development of policies and procedures for implementation and monitoring of the mandates of AB 1725 and guides decisions of equivalency issues that arise.

Affirmative Action/Staff Diversity Committee

Assists the District in the development and implementation of the diversity plan.

Self Evaluation

While the District now has a well-established process in place for policy development, there are few established mechanisms for regular District policy review. Fiscally, the District has comprehensive protocols for budget development and evaluation.

The District has established committees that are effective in planning and developing policies and in reviewing budgets and policies that affect both Colleges. The Sexual Harassment and the Affirmative Action/Staff Diversity Committees have been active in the past in reviewing and revising District policies regarding sexual harassment, affirmative action/staff diversity, and AB1725 mandates. Except for the AB1725 Equivalency Steering Committee, these committees were inactivated when they completed their original charge of reviewing and revising District policies in their areas. The other committees listed above continue to be active committees meeting each semester.

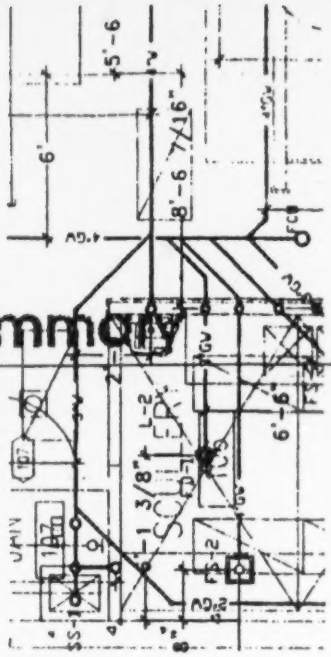
Planning Agenda

None.

References

10.1 District Policy Manual
10.2 Samples of Curriculum Committee Agendas and Minutes
10.3 Balance of Curriculum Report, 1997
10.4 Sample Board Agenda/Notes, Strategic Conversation
10.5 Samples of Academic Senate Agendas and Minutes
10.6 Revised Description of Governance and Planning Council (GAP)
10.7 Samples of GAP Agendas and Minutes
10.8 Revised Description of College Budget Advisory Committee (CBAC)
10.9 Mission College Core Values and Goals, 2000-03
10.10 Revised Budget Planning Process and Allocation Model
10.11 Samples of CBAC Agendas and Minutes
10.12 College Organization Chart
10.13 Description of Division Chair Council (DCC)
10.14 Samples of DCC Agendas and Minutes
10.15 Forms for Senior Administrator Evaluation
10.16 Administrative Handbook, December 1997
10.17 Mission College Shared Governance and Decision-Making Plan, revised 2000
10.18 Association of College Educators (ACE) – Academic Senate Agreement
10.19 ACE Contract
10.20 Cultural, Environmental, Structural, and Technical Assessment (CESTA) Survey
10.21 Academic Senate Constitution and Bylaws
10.22 Board of Trustees Shared Governance Policy, 1992
10.23 Board Agenda/Notes from Shared Governance Workshop (Scroggins/Viar)
10.24 Classified Senate Constitution and Bylaws
10.25 Samples of Classified Senate Agendas and Minutes
10.26 Student Senate Constitution and Bylaws
10.27 Samples of Student Senate Agendas and Minutes
10.28 Student Assessment of the College Environment (SACE) Survey
10.29 Mission College Educational and Facilities Master Plan (E&FMP) and Description of Process
10.30 Human Resources Procedures Manual

Planning Summary



PLANNING SUMMARY

Standard One

1. The College should establish an evaluation cycle to review and update the mission statement, core values, goals, and objectives on a regular basis.

Standard Two

1. The College should evaluate the success of its cultural pluralism policy.

2. The College's Office of Marketing and Graphic Design should develop a policy and schedule for publication review.

Standard Three

1. The College and the District Information Systems office should coordinate efforts and strategize methods to improve the level of support that Information Systems will provide for the Colleges' research functions.

2. The College should identify the institutional effectiveness indicators that best measure the College's progress toward achieving its institutional mission.

3. The College should develop and implement procedures for more formally linking the program review processes to the budget, faculty allocation, and other relevant institutional planning procedures.

4. The College should develop a process for addressing the institution's overall classified staffing needs.

Standard Four

1. The Counseling Department, with the assistance of instructional departments, should design a more formal and systematic method of enhancing communication between the departments and Counseling.

2. The Academic Senate should lead the College in a discussion of prerequisites and graduation requirements and make suggestions for revision if necessary.

Standard Five

1. Opportunities for students to receive services and interact with faculty and staff via the Internet should be expanded.

Standard Six

1. The College should revise the timeline and baseline budget for summer service provision.

Standard Seven

1. The negotiating units and the District should reassess the evaluation process and procedures.

2. Staff Development should implement a training program to educate department chairs and associate faculty on Re-employment Preference and the faculty appraisal process in general.

3. The College should establish a permanent human resources department at Mission College to ensure compliance in hiring and training and to meet diversity goals.

Standard Eight

None.

Standard Nine

None.

Standard Ten

1. The College should study the issues regarding the turnover rate of the chief executive officer to determine if the institution can do more to retain presidents.

2. As the College continues to grow in size and complexity, the organizational structure should be reviewed to ensure that the College's core values and goals are met.

3. Institutional support and training for faculty and staff participation in year-round governance activities should be strengthened.

4. The College needs to develop strategies that will successfully encourage student participation in governance activities.

5. The Dean of Administrative Services should work with the District to ensure the maximization of services.